

ENGLISH GRAMMAR AND COMPOSITION

Class Six



NATIONAL CURRICULUM & TEXTBOOK BOARD, DHAKA

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ENGLISH GRAMMAR AND COMPOSITION

FOR CLASS SIX

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Preface

'English Grammar and Composition' for Class Six has been written according to the approved curriculum of the National Curriculum and Textbook Board (NCTB).

English Grammar is not included clearly in the existing English textbook based on communicative approach. Consequently, the general students face difficulties to solve grammatical problems as well as to compose expressions. People from different corners raised this question and suggested to introduce grammar explicitly. Henceforth, NCTB in accordance with the recommendations from the experts and also from workshop has undertaken the endeavour to prepare this book.

The aim of this book is to bring about a change in teaching and learning English Grammar and Composition - a change that will enable the learners to use grammar in context. Practice in composition tasks will help to develop the learners' writing skill. It will encourage and make them confident to write their own thoughts, ideas and feelings. This will also relieve them from memorizing compositions for preparing themselves for examinations.

I hope the book will be of great help to the students in learning English effectively.

I am thankful to Professor Dr. Sadruddin Ahmed for undertaking the great effort to write this book. I also thank Md. Omar Kazi, Md. Motiar Rahman, Syeda Nurmahal Ashrafi and Umma Kulsum for editing the book.

I would like to thank other people who were involved in the process of publishing the book.

We will consider our effort fruitful if our students find the book useful.

Suggestions from any corner for further improvement of the book will be cordially considered.

Professor Md. Abul Kashem Miah

Chairman

National Curriculum and Textbook Board, Dhaka

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A. Grammar

Unit 1

Lesson 1 : Noun

Words are classified into parts of speech. There are 8 types of parts of speech which are: noun, pronoun, verb, adverb, adjective, preposition, conjunction, interjection

Nouns: A noun is a naming word. It may name:

- 1) a person: Kamal, Jamila
- 2) a place: Dhaka, Rajshahi
- 3) a thing: pencil, chair
- 4) a quality: beauty, honesty
- 5) an action: running, jumping
- 6) an idea: justice, freedom

Number (Singular and Plural)

Noun can be singular or plural. Most nouns are made plural by adding s to the singular form.

Singular	Plural
It is a <i>cat</i> .	<i>Cats</i> are domestic animals.
The <i>boy</i> is healthy.	<i>Boys</i> are often noisy.
Mina is a pretty <i>girl</i> .	<i>Girls</i> are usually delicate.
It is a grammar <i>book</i> .	Grammar <i>books</i> are often dull.
A <i>flower</i> is a beautiful thing.	Beautiful <i>things</i> are expensive.
This is a ball <i>pen</i> .	Ball <i>pens</i> are very convenient.

Singular	Plural
This is a <i>toy</i> .	Children are fond of <i>toys</i> .
A <i>star</i> is invisible during the day.	<i>Stars</i> shine at night.
A <i>chair</i> is a piece of furniture.	<i>Armchairs</i> are more comfortable than armless <i>ones</i> .
This is a <i>bag</i> .	<i>Bags</i> are useful things.

Nouns ending in *s, z, x, ch, sh* are made plural by adding 'es'.

Singular	Plural
There is a <i>bus</i> coming.	<i>Buses</i> run regularly.
This is a <i>bush</i> .	<i>Bushes</i> look beautiful.
The <i>box</i> is locked.	<i>Boxes</i> are necessary things.
This is a <i>watch</i> .	<i>Watches</i> are essential things.
A <i>church</i> is a place of worship.	There are many beautiful <i>churches</i> in the world.
A <i>brush</i> has many bristles attached to it.	I want a couple of <i>brushes</i> .
This <i>box</i> of matches is empty.	I need to buy at least two <i>boxes</i> of matches.
A <i>fox</i> is a wild animal.	<i>Foxes</i> are sly.

Some nouns that end in *o* are made plural by adding 'es' to form the plural.

Singular

potato
echo
tomato
hero
buffalo

Plural

potatoes
echoes
tomatoes
heroes
buffaloes

Exercise

1. Identify the nouns in the following passage:

Hasan lives in Jessore. He is a shopkeeper. He sells cigarettes. But he hates smoking. He knows that smoking is harmful to health. He sells cigarettes to maintain his family.

2. Fill in the blanks with the plural forms of the singular nouns in the box.

man, woman, headache, glass, game, potato

- a. Some people suffer from bad-----
- b. -----live longer than-----
- c. If your eyesight is bad, you should wear -----
- d. Many people enjoy-----
- e. -----are rich in carbohydrates.

Lesson 2 : Noun (Singular and Plural) (continued)

Some nouns that end in *f* or *fe* are changed to 'ves' to form the plural:

Singular	Plural
calf	calves
half	halves
knife	knives
leaf	leaves
wife	wives
loaf	loaves
sheaf	sheaves

Some nouns that end in *f* simply add 's' to form the plural:

belief	beliefs
chief	chiefs
roof	roofs
cliff	cliffs

Some common plurals are different:

Singular

Ms Hamida is a nice *woman*.
 Kamal is an intelligent *man*.
 A *child* needs looking after.
 A *potato* is a vegetable.
 His *wife* is sick.
 My left *foot* is painful.
 This is an ox.
 There is a mouse in the kitchen.

Plural

Some *women* in Bangladesh wear veils.
Men are stronger than women.
Children can be annoying.
Potatoes are fattening.
 There is a club for *wives* in this town.
 Keep your *feet* clean.
 The farmer has two oxen.
 Cats are fond of mice.

Some nouns have the same form for both singular and plural:

The names of animals: *deer, fish, sheep*

All words ending in *-ics*: *athletics, civics, mathematics*

A number of words are hardly used in the singular: *barracks, headquarters, measles, scissors*

Exercise

1. Select the correct noun form in each of the following sentences:

- Their (enemies, enemey) attacked their house at night.
- (Flys, flies) are dangerous.
- (Sheeps, sheep) bleat.
- There are many (deer, deers) in the Sunderbans.
- The baby has a set of new (tooth, teeth).
- He has a lot of (money, moneys)
- She has bought a pair of (shoe, shoes)
- (Mosquito, mosquitos) are dangerous.
- I need some (tomato, tomatoes.)
- Human (life, lives) are short.

2. Write the correct form of the nouns in brackets.

- I met some interesting -----at the party. (man)
- The baby has got two new-----, (tooth)
- I need some-----to light the fire. (match)
- When we spoke in the hall, we could hear----of our voices. (echo)
- New scientific -----are made every day. (discovery)
- If a houseplant is given too much water, its lower-----will turn yellow. (leaf)
- His cart was pulled by two -----, (ox)
- I saw some-----running across the floor. (mouse)
- Some-----are very noisy. (child)

Lesson 3 : Compound Nouns or Group Nouns

Two or more nouns function as a single unit:

This is a *bookcase*.

Football is a popular game.

There is a *high school* in our village.

Pine trees are beautiful.

His *mother-in-law* is an elderly lady.

His *father-in-law* is dead.

Here is a list of common countable compound nouns:

address book	credit card
air conditioner	dining room
alarm clock	driving licence
bank account	film star
bus stop	letter box
car park	news bulletin
heart attack	high school
fairy tale	frying pan
police station	post office
tea bag	tea table

Here is a list of common uncountable nouns:

blood pressure	barbed wire
family planning	fast food
first aid	food poisoning
general knowledge	heart failure
income tax	mineral water
old age	pocket money
table tennis	washing powder
toilet paper	writing paper

Here is a list of some common singular compound nouns:

human race	labour force
open air	mother tongue
space	welfare state
fire brigade	long jump
cost of living	solar system

Here is a list of some common compound plural nouns:

armed forces	civil rights
current affairs	luxury goods
natural resources	social services
road works	high heels

Exercise

Fill in the blanks with appropriate group nouns given in the box:

suitcase,	iron chest,	diamond ring,	money bag,	bookcase,
alarm clock,	drawing room,	letter-box,	bus stop,	frying pan

- a) I put my valuables in the -----
- b) This-----is quite heavy.
- c) He is a rich man. He has bought his wife a -----
- d) I had my -----stolen the other day.
- e) You have a nice -----
- f) An -----is useful to have.
- g) A -----is usually red.
- h) There is a ----- around the corner.
- i) His ----- is well furnished.
- j) Mrs Hakim is going to buy a-----

Lesson 4 : Possessive form of noun

Singular Noun	Possessive Form
the girl	the girl's
Kabir	Kabir's
his wife	his wife's
a lady	a lady's
Keats	Keats's/Keats'
it	it's

To show possession, add an apostrophe (') and s to a singular noun:

The girl's watch is on the table.

If the singular noun ends in *s*, there are two possible forms:

Add an apostrophe and *s*: Keats's poems

Or,

Add only an apostrophe: Keats' poems

Plural Noun	Possessive Form
the girls	the girls'
their wives	their wives'
the ladies	the ladies'
the men	the men's
his children	his children's

Add only an apostrophe to a plural noun that ends in *s*:

The girls' pens are on the table.

Add an apostrophe and *'s* to plural nouns that do not end in *s*:

The *men's* clothes are on the table.

Kamal's father is a bank manager.

This is a *boys'* school.

There is a *girls'* school in our area.

There is a women's club in this town.

Men's clothes are different from women's.

Parents should not overlook their children's bad manners.

Exercise

1. Correct the mistakes in the use of possessive nouns by adding an apostrophe and s as necessary:
 - a. I enjoy visiting my uncle house.
 - b. When I was in Dhaka, I stayed at a friend house.
 - c. My aunt eldest son is a doctor.
 - d. Cartoons are children favourite programme.
 - e. Hena brother is an architect.
 - f. I borrowed my friend pen to fill out the application form.
 - g. Kamal mother is a school teacher.
 - h. Jamal car has broken down.
 - i. Mina watch is not working.
2. Add apostrophes to mark a possessive noun:
 - a. A dog sense of smell is very strong.
 - b. A cat eyes glow at night.
 - c. Aslam nose is running.
 - d. Kalam umbrella is broken.
 - e. Children play is an important part of their life.

3. Complete sentences with the possessive form of nouns in brackets.

- | | |
|----------------|---------------------------------------|
| a. (Mrs Zakia) | -----husband often gives her flowers. |
| b. (boy) | The-----shirt is colourful. |
| c. (girls) | The-----bags are heavy. |
| d. (children) | The -----shoes are dirty |
| e. (child) | The -----toys are broken. |
| f. (baby) | The -----clothes are wet. |
| g. (babies) | The -----clothes are wet. |
| h. (woman) | This is a-----umbrella. |
| i. (women) | These are -----umbrellas. |
| j. (boss) | This is my -----office. |
| k. (bosses) | These are my -----offices. |

Lesson 5 : Pronoun (Personal Pronoun)

A pronoun is a word used as a substitute for a previously used noun. Pronoun eliminates the need to repeat noun every time a person, place, thing or idea already used is referred to.

There are various kinds of pronouns:

Personal Pronoun

First person

	Subject	Object	Possessive
Singular	I	my	mine
Plural	we	us	ours

Second person

Singular and Plural	you	you	your, yours
---------------------	-----	-----	-------------

Third person

Singular

masculine	he	him	his
feminine	she	her	her, hers
neuter	it	it	its (of it)
Plural	they	them	their, theirs

Use of personal pronoun :

I am a teacher. My students like me. I love my students. I hope this book of mine will help them.

We are students. Our teachers teach us sincerely. They correct our homework.

You are a nice man. Everybody likes you. You must maintain your standing with them.

He is a family man. His family respects him. He must make sure that his reputation does not suffer.

She is a mother. Her children love her. She should continue to care for her family.

A car is a useful thing to have. Every family needs it. But its maintenance is costly.

Very few people buy books and fewer people read them. Good books never lose their value.

Exercise

Correct the errors you find in the pronoun usage:

- a. How do you like pets? I don't like it.
- b. This chair is broken. Take them away.
- c. If you want to pass your exams, you had better work hard for it.
- d. He avoids eggs because it is rich in cholesterol.
- e. When we were at school, my friends and me used to play football every day.
- f. A child picks up a language quickly because they have sharp memory.
- g. Smoking is bad for us. Most people enjoy them.
- h. Traffic jams in Dhaka city are terrible. I hate it.
- i. Mina is crying because she has lost his toy.
- j. Games are enjoyable but many people spend too much time on it.
- k. Many young people are fond of soft drinks. But I don't like it.

Lesson 6 : Reflexive Pronoun

Reflexive pronoun is used to indicate that the performer of the action is also the receiver of the object of that action:

We enjoyed ourselves

We entertain ourselves.

It is also used to emphasize the fact that the action is performed by the subject rather than by someone else. When used for this purpose, it either follows the object or immediately follows the subject.

None of her friends prepared the lunch.

She herself prepared it/ she prepared it herself.

A reflexive is preceded by 'by' which means alone:

I often eat my lunch by myself.

Sometimes it has the additional meaning of *without assistance*. When used in this way it is often preceded by *all*.

I wash my clothes all by myself.

A list of reflexive pronouns with examples is given below:

- | | | |
|----------|---|---------------------------------------------|
| myself | : | I will do the cooking myself. |
| yourself | : | Don't blame yourself for the fault. |
| himself | : | He himself is responsible for the mishap. |
| herself | : | She herself told me that she was an addict. |
| itself | : | Money itself cannot bring happiness. |

oneself : One should not blame oneself for what has happened.

ourselves : Let's not blame ourselves for the accident.

Exercise

1. Change the following sentences using a reflexive pronoun in each.
 - a. Hena studies alone.
 - b. He cleans his room. Nobody helps him.
 - c. Sometimes he cuts his face.
 - d. He should take better care.
 - e. On Fridays Hakim goes for a walk alone.
 - f. We are learning the reflexives without assistance.
 - g. No one helps us.
 - h. Nobody washes a cat.
2. Complete the sentences with appropriate reflexive pronouns.
 - a. Helal told a lie. He was ashamed of-----
 - b. Mina overslept and missed her bus. She was ashamed of-----
 - c. Nasim cut-----while he was sharpening his pencil.
 - d. I often sit by-----in the corridor.
 - e. Mr and Mrs Hakim are old. They live by-----
 - f. There are mistakes in your essay. Find them out for ----
 - g. We-----are to blame for the violence in the country.
 - h. You should take good care of -----
 - i. My bicycle had a flat tyre. I fixed it-----
 - j. Do you need help with your work. No, thanks. I can manage it ----

Lesson 7 : Impersonal Pronoun

The following words are called Impersonal Pronouns.

One, You and They

Examples:

- a. One should always be honest.
- b. How does one get to the post office from here?
- c. You should always be honest.
- d. How do you get to the post office from here?

In (a) and (b) *one* means 'any person, people in general.' In (c) and (d) *You* means 'any person, people in general'. *One* is much more formal than *you*. Impersonal *you* is used more frequently than *one* in everyday English.

- e. One should take care of one's health.
- f. One should take care of his health.

Notice the pronouns that may be used in the same sentence to refer back to *one*; (e) is typical in British usage and formal American usage. (f) is principally American usage.

- g. Did Nina lose her job?
Yes. They fired him.
- h. They produce a lot of oil in Saudi Arabia, don't they?
Yes. Saudi Arabia is the biggest producer of oil in the world.

They is used as an impersonal pronoun in spoken or very informal English to mean 'some people or somebody'. In (g) *They* = the people Nina worked for.

Lesson 8 : Review of noun and pronoun**1. Choose the correct words in brackets.**

- a) (Dodo/ Dodos) are interesting (creature/ creatures). They were (bird /birds), but (it/they) could not fly.
- b) Penguins spend most of their time in (water/waters), but they lay their (egg/eggs) on (land/lands).
- c) (Tiger/tigers) are ferocious (animal/animals). (It/they) live in jungles.
- d) (Cow/cows) are domestic (animal/animals). (It/they) are very useful.
- e) (Peacock/Peacocks) are beautiful (bird/birds). (It /they) are mostly found in zoos.
- f) (Mango/Mangoes) are juicy. (It/they) are grown mostly in Chapai-Nawabganj.
- g) (Potato/Potatoes) are starchy. (It/ they) are bad for diabetics.
- h) (Monkey/Monkeys) are clever (animal/animals). (It/they) live in jungles.
- i) (Cat/Cats) are domestic (animal/animals). (It/they) are fond of fish.
- j) Vulture/Vultures eat dead (animal/animals). (It/they) are very far-sighted.

2. Correct the errors in the following sentences:

- a) The book contain many interesting illustration.
- b) English is one of most important language in the world.
- c) I am willing to help you in all possible way.
- d) In rural areas of Bangladesh bullock carts is the only means of transport.
- e) All the guest at the wedding party enjoyed himself.
- f) Many district of the country has a separate dialect.
- g) Most peoples in our country are poor.

- h) In Dhaka there is a lot of English medium school.
- i) There is many kind of animal in the world.
- j) I am looking for my keys, but I can't find it.
- k) Every employees of this organization is hardworking.
- l) Thousand of people watched Olympic games.
- m) All the students' names are on the roll.
- n) My school's name is Laboratory School.
- o) There are many ups and downs in a mans life.
- p) My course teachers name is Mr Jamal.

3. Use pronouns to replace the repetitious nouns:

Example

Mina saw the attractive dress. She knew at once that she must buy the attractive dress.

Revision: Mina saw the attractive dress and at once knew that she must buy it.

- a) There is a bird sitting on the tree. The bird is singing.
- b) Monica is in class six. Monica is a good student.
- c) I know Hamid. Hamid is a clever student.
- d) Rebeca speaks good English because Rebeca practises speaking.
- e) Mina is watching cartoons on television. Mina is very fond of cartoons.
- f) Robin is playing football. Robin is good at the game.
- g) Everybody wants money because money is useful.
- h) Water is essential to life. We cannot live without water.

4. Use reflexive pronouns in the blanks.

- a) I----will post the letter.
- b) We enjoyed -----at the party.
- c) He bought-----a shirt.
- d) Don't distress -----
- e) She blamed ----for the fault in her homework.
- f) The error -----is not very serious.
- g) He -----will do the washing
- h) One should not praise-----
- i) He-----volunteered to do the cleaning.

Lesson 9 : Verb

Look at the following sentences:

- a. Birds *fly*.
- b. A farmer is *working* in the field.
- c. He *has* a car.

The words in italics are verbs. They say something about the subjects.

Regular verb : If a verb is regular, the past simple and the past participle end in *-ed*.

Examples:

Base Form	Past Simple	Past Participle
walk	walked	walked
finish	finished	finished
stop	stopped	stopped

Examples:

- He walks for an hour every morning.
- He has just walked for an hour.
- He walked for half an hour yesterday.
- He always finishes his work on time.
- He has just finished his work.
- He finished his work on time.
- He stops work when he is tired.
- He has just stopped work.
- He stopped work when he was tired.

All these examples show that *walk*, *finish* and *stop* are regular verbs.
A regular English verb, such as *call*, has the following four forms:

the base; *call*
the -s form: *calls*
the -ing form: *calling*
the -ed form: *called*

Most English verbs are regular. The s-form, also called third person singular present, is formed by adding 's' or 'es' to the base:

base	-s form
play	plays
walk	walks
work	worked

The -ing form is formed by adding -ing to the base of both regular and irregular verbs:

base	-ing form
play	playing
walk	walking
work	working

The -ed form of regular verbs are formed by adding -ed to the base:

base	ed-form
play	played
walk	walked
work	worked

The uses of the verb forms:

The base form is used

in all persons of the present tense except the 3rd person singular:

I/you/we/they/the students *like* games.

in the infinitive

I will tell him what *to do*.

after modals

You *should work* hard.

The *s* is used in the third person singular of the present tense. This is the only person where the base form is not used.

He/She *wants* to have a cup of tea.

The *ed* -form is used for both the past and the past participle.

* Unlike the present tense, the past tense has only one form in all persons.

I/we/you/he/they/the students *wanted* to watch the games.

The past participle is used with a form of *have* to form the perfect aspect.

Mr Hasan *has asked* me to lunch.

The past participle is used with a form of *be* to form the passive:

He *was injured* in an accident.

The *-ing* form is used

to form the continuous tense

She is walking to school

Irregular Verb : When the past simple and the past participle do not end in *-ed*, the verb is irregular.

Examples

Base Form	Past Simple	Past Participle
go	went	gone
throw	threw	thrown
grow	grew	grown

He goes for a walk every morning.

He went for a walk yesterday.

He has gone for a walk.

He throws away useless paper.

He threw away useless paper

He has thrown away useless paper.

He grows vegetables.

He grew vegetables last year.

He has grown vegetables.

A full list of the irregular verbs is given in Part 2

Verb is also divided into two kinds: Main verb and Auxiliary verb.

The regular main verb has four forms: *walk walks walked walking*

The irregular main verb has five forms: *go goes went gone going*

The main verb is further divided into three types:

Intransitive verb : This is verb which does not take any noun or pronoun.

Together with the subject, they complete the meaning:

He is swimming.

Transitive verb : It takes objects. The action passes on to something else:

They have a house.

Linking verb : It links together the subject and the complement:

He is a doctor/ He is honest.

A full discussion of these three verb types along with the auxiliary verbs is given in Part 2

Exercise

1. Classify the verbs in the box into regular and irregular ones:

play	flee	come	arrive	run
stroll	bring	buy	turn	complete

2. Identify the verb types in the following sentences:

- A strong wind is blowing.
- The boys are playing in the field.
- He has bought a dictionary.
- He is a good student.
- She is very smart.
- He works for a bank.
- He swims every day.

3. Use these verbs in all their forms: base form, *s* form, *-ing* form and *ed* form:

arrive	talk	travel	learn	stroll
miss	pass	fail	dismiss	

Lesson 10 : Verb (*continued*)

A verb is a word which says something about a person or thing.

- a. He speaks English well.
- b. We should love our country.

In sentence (a) the verb is *speaks*. It says something about the subject *He*. In sentence (b) the verb is *love*. It says something about *our country*. Verb can be classified into three groups: (i) intransitive; (ii) transitive and (iii) linking. More will be said about these verbs in a later lesson. Many verbs in English are made up of two words: a verb and a particle. They are called two-word verbs and they are very common in everyday English. These verbs can be separable or inseparable.

- 1. Inseparable: The particles of some two-word verbs always occur together;
He called on the President.
- 2. Separable: Other two-word verbs frequently have an object between the two parts of the verb. When the object is a noun and it is not modified by a phrase, it may occur after the whole verb or between the two verbs:

He called up his wife.

He called his wife up.

When the word is a pronoun, it is always placed between the two parts of a separable two-word verb.

He called her up.

Here is a list of some common two-word verbs :

Inseparable :

call for (require): Your brilliant result calls for celebration.

call on (visit): The Prime Minister called on the President.

care for (tend, guard, supervise): He cares for his garden.

come across (find accidentally): I came across a friend yesterday.

count on (rely on): You can count on him.

get along (progress): How are you getting along?

get into (enter) : He got into the car.

get on (board): He got on the bus.

get off (descend): He got off the bus.

get over (recover from): She has got over her illness.

hear from (receive a communication from): I have heard from my brother.

hear of (learn about): Have you heard of your father?

hit upon (discover accidentally): He has hit upon a nice plan.

look after (take care of): He looks after his old grandmother.

look for(seek): I am looking for a house to rent.

look into (investigate): Please look into the matter.

look out (beware): Look out! A car is coming.

make out (find out): I can't make out the meaning of this word.

run over (hit by a car): He was run over by a car.

run out of (exhaust one's supply): I have run out of sugar.

run into (meet by chance): I ran into an old friend the other day.

show off (display): He was showing off his learning.

show up (appear): He did not show up at the meeting.

Separable:

call up (telephone): He calls his mother up quite often.

fill in (complete): Fill the form in.

give back (return): I will give your money back as soon as possible.

give up (surrender): The criminals gave themselves up.

hand in (submit): Hand in your homework by Monday.

Keep up (maintain): Keep up the good work.

leave out (omit): Leave out this lesson if you find it difficult.

Look up (search for): Look this word up in the dictionary.

look over (examine): I will look over your file.

make up (invent): He made up the story.

pick out (choose): Pick out a suitable book.

put off (postpone): Never put off any plan.

put on (dress): She is putting on his shoes.

put out (extinguish): Put out the burning match.

take off (remove): Take off your shoes.

take up (discuss): Let's take up the next item on the agenda.

take down (record in writing): Take down the notes.

talk over (discuss): We will talk this over later.

try out (test): Can I try this experiment out?

turn in (report in): They turned in the report yesterday.

turn off (put out of action): Turn off the switch.

turn on (put into operation): Turn on the switch.

use up (consume): All the salt has been used up.

Lesson 11 : Adverb

An adverb is a word used to modify mainly an adjective, verb and adverb.

Examples

1. Adverb modifying adjective: Kamal is *very* intelligent.
2. Adverb modifying a verb: Monica is walking *slowly*.
3. Adverb modifying adverb: Thank you *very much*.

Most adverbs are made by adding -ly or -lly to the adjectives:

Adjective

She is a *slow* reader.

It is *easy* to make a cake.

This piece of jewellery is *real*.

Adverb

She reads *slowly*.

You can make a cake *easily*.

He is *really* clever.

Some adjectives and adverbs are the same:

Adjective

hard: He is a *hard worker*.

fast: It is a *fast* train.

late: He is often *late* for work.

straight: He has *straight* hair.

early: You are *early*.

Adverb

He works *hard*.

She speaks *fast*.

You have come *late*.

Go *straight* along the road.

You have arrived *early*.

Special adverbs:

Adjective

good

better

They are a *good* team.

These are a *better* buy.

Adverb

well

better

They played *well* last Friday.

Do you feel *better* today?

The following words look like adverbs formed in the usual way but have special meanings:

nearly (almost): Be careful! You nearly broke your glasses.

hardly (almost none): There is hardly any sugar left in the pot.

lately (in the recent past): I have read a good book lately.

shortly (in the near future): The chairman will come shortly.

directly (immediately): I'll let you know directly I get the news.

Making adverb stronger:

carefully

more carefully

much more carefully

as carefully as possible.

You must do your homework carefully.

You must do your homework much more carefully.

Please ask him to do the proof-reading as carefully as possible.

Please ask him to come as soon as possible.

Comparing adjective or adverb:

The same structures are used for comparing adjective or adverb

Comparative + *than*:

Hasan is older than Kalam.

This restaurant is more expensive than the other one.

He speaks more confidently than her sister.

Abahani played better than they did last week.

Exercise

1. Identify the words in italics as adjectives or adverbs:
 - a. He is a *hard* worker.
 - b. He works *hard*.
 - c. He was *late*.
 - d. He came *late*.
 - e. He speaks *fast*.
 - f. We will take the *fast* train.
 - g. The bus is slow.
 - h. The bus is running *slowly*.

2. Make the adverbs in the sentences stronger or weaker.
 - a. He speaks English well.
 - b. She is a careless student.
 - c. The poem is difficult.
 - d. It gets hot in summer.
 - e. He walks slowly.
 - f. She is unwell.
 - g. Learning a foreign language is not easy.
 - h. The curry is hot.

Lesson 12 : Type of Adverb

There are various types of adverbs. They are as follows:

a. Adverb of manner: It answers the question 'how'.

She sang beautifully.

He speaks English well.

b. Adverb of time: It answers the question 'when'.

She watches television in the evening.

He goes to bed at ten o'clock.

c. Adverb of duration: It answers the question 'how long'.

It has been raining for two hours.

We have been reading English for six years.

d) Adverb of frequency: It answers the question 'how often'.

He brushes his teeth twice a day.

He says his prayers five times a day.

e) Adverb of degree: It answers the question about the degree to which the action is performed:

I enjoyed the course immensely

I am extremely sorry for being late.

Regular**Adjective**

quick

careful

easy

careless

Adverb

quickly

carefully

easily

carelessly

absolute	absolutely.
extreme	extremely
main	mainly
short	shortly
dangerous	dangerously
sensible	sensibly

Irregular

Some adjectives and adverbs are the same

Adjective	Adverb
hard	hard
late	late
fast	fast
straight	straight

Examples

The question is hard	He works hard
He is often late for class	He comes late every day.
The train is fast.	She speaks fast
He has long straight hair.	Go straight along this road.

Special Adverb	adjective	adverb
They are a good team.	good	well
		They played well yesterday.
It is a better buy.	better	better
		I feel better now.

Adverb is also used to modify adjective, i. e. to give more information about adjective :

- a) I am extremely sorry.
- b) I am very happy.

Position of Adverb

Some of the important rules are;

If you are not sure, put the adverb at the end of the sentence.

The adverb of time usually come after be or after the first auxiliary.

always:	He is always late for class.
often:	She is often absent from school.
never:	She is never late.
usually:	He is usually an easy-going fellow.
sometimes:	We have sometimes had lunch at work.
already:	Would you like a cup of tea? No, thanks. I have already had my tea.

This adverb makes an adjective or adverb stronger or weaker. They come in front of the adjective or adverb.

very, too, so,	Asad can swim very well.
rather, really, quite	It is quite cold today.
extremely, slightly	It is extremely hot now.
	I am slightly unwell today.
	I am really sorry to disturb you.
	This room is rather stuffy.

ever	mainly in question	Have you ever been to Sylhet?
enough	after an adjective or adverb	He is not strong enough.
	or in front of a noun	You don't work hard enough.
		I don't have enough energy.

Here is a list of some common mid-sentence adverbs:

ever	usually
seldom	never

already	always
often	sometimes
rarely	finally
frequently	occasionally
hardly	probably

Exercise

Complete the sentences below with adverbs as directed:

- a) She speaks ----- (adverb of manner)
- b) He walks ----- (adverb of manner).
- c) She is going ----- (adverb of direction)
- d) We eat ----- (adverb of frequency)
- e) The baby has been sleeping ----- (adverb of duration)
- f) He lives ----- (adverb of place)
- g) He gets up ----- (adverb of time)
- h) She watches television ----- (adverb of time)
- i) Please see me ----- (adverb of time)
- j) I agree with you ----- (adverb of degree)

Lesson 13 : Adjective

An adjective modifies a noun; it gives more information about a noun. Look at the following sentences:

It is a *nice* room.

The book has an *attractive* cover.

The word *nice* is an adjective giving more information about the noun *room*. Similarly, the word *attractive* is an adjective giving more information about the noun *cover*. Thus adjective comes before noun and modify it. But there is another position for adjective . It can be used after the linking verb.

Examples

The room is nice.

The cover of the book is attractive.

In the above examples the adjectives are linked to the subject nouns: *room* and *cover*. Thus adjectives can occupy two positions: before a noun and after a linking verb.

Type of adjective

Colour adjective:

The sky is blue.

Trees are green.

Blood is red.

Milk is white.

Other colour adjectives include *gray, pink, pale, maroon, brown*, etc.

Shape adjective :

My dining table is oval.

This room is rectangular.

Our classroom is square.
My office table is semi-circular.

Size adjective:

Kamal is tall.
Mina is short.
The drawing room is big.
The dining room is small.

Adjective of physical condition:

He is strong.
She is frail.
My mother is ill.
My grandmother is weak.

Adjective of mental condition:

She is happy.
He is unhappy.
She is depressed.
He is frustrated.

Adjective of quality:

Pudding is delicious.
Your dress is gorgeous.
The vase is beautiful.
The food was excellent.

Some more colour adjectives

black	cream
brown	gray
green	pink
maroon	blue

orange
purple
scarlet
white

red
violet
yellow

Here is a list of qualitative adjectives:

angry	active	loud
efficient	effective	violent
anxious	lovely	lovely
expensive	frank	sharp
attractive	lucky	important
familiar	low	silly
bad	fair	simple
famous	slow	easy
beautiful	new	small
fast	narrow	soft
busy	nice	stupid
frank	special	strange
dark	patient	safe
interesting	strong	sweet
dirty	sad	fat
easy	suitable	sick
terrible		

Here is a list of compound qualitative adjectives:

absent-minded	clear-cut
easy-going	short-tempered
narrow-minded	good-looking
kind-hearted	nice-looking

tender-hearted

old-fashioned

short-sighted

far-reaching

well-known

well-off

hard-up

Exercise

1. Answer these questions:

- a) What colour is your hair?
- b) What colour are your shoes?
- c) What colour are our socks?
- d) What colour are your curtains?
- e) What colour is a ripe mango?

2. Answer these questions:

- a) What shape is the earth?
- b) What shape is your dining table?
- c) What shape is your bedroom?
- d) What shape is a ball?
- e) What shape is an egg?

3. Answer these questions:

- a) What size is your bedroom?
- b) What size is your dining room?
- c) What size is your drawing room?
- d) What size is a football field?

4. Supply adjectives of physical/ mental condition:

- a) The boy is-----
- b) The girl is -----
- c) A man in poor health is-----
- d) A healthy man is-----
- e) By the evening a labourer looks----

5. Supply adjectives of quality in the blanks

- a) Her dress is -----
- b) Mangoes are-----
- c) The weather is-----
- d) The sinking sun looks----
- e) For a sick man life is-----

6. Use adjectives of colour in the blanks.

- a) Hair is-----
- b) Teeth are-----
- c) Most goats are-----
- d) Lions are-----
- e) The setting sun looks-----

7. Use adjectives of size in the blanks.

- a) Elephants are-----
- b) Cats are-----
- c) Sparrows are-----
- d) Pine trees are-----
- e) Mountains are -----

Lesson 14 : Forms of Adjective

Adjective has three forms: *base form*, *comparative form* and *superlative form*. Examples of the three forms are given below:

Base

Kamal is tall.

Shamima is young.

Comparative

Rahim is taller than Kamal.

Mina is younger than Shamima.

Superlative

Hasan is the tallest of the three.

Bina is the youngest of the three.

Hamid is ambitious.

Hasan is more ambitious than Hamid.

Kalam is the most ambitious of all.

The comparative form of most one-syllable adjectives is made by adding *er* to the base form. Adjectives of two or more syllables are made comparative by placing the word *'more'* before the base form and *than* after it.

Superlative forms of most one-syllable adjectives end in *'est'* or are preceded by *'the most'* before the base form.

Exercise

1. Use comparative or superlative forms of the adjectives given in brackets.

- a) Mina is (pretty) than Hena.
- b) Helal is (handsome) than Belal.
- c) Rahman is (intelligent) boy in the class.
- d) Hamid is (strong) than Ali.
- e) Mahboob is (weak) than Rakib.
- f) Nahid is (beautiful) of all her sisters.
- g) Nasim is (hardworking) than his colleagues.

2. Choose the correct adjectives or adverbs.

- a. He came in (quietly/quiet)
- b. She speaks (soft/softly)
- c. I can answer the question(easy/easily)
- d. He has done (bad/badly) in the exam.
- e. The music makes me feel (good/well).

Lesson 15 : Preposition**Time : On**

on	Friday Sunday Monday night 25 November 26 December
----	----------------------------------------------------------------

Example :

I will see you on Friday.

I will come to your place on Sunday morning.

The wedding reception will take place on Friday night.

The Annual Exam will begin on 25 November.

Independence Day celebrations are held on 26 December.

Time : In

In	spring 2006 january the morning season year month evening
----	--------------------------------------------------------------------------------

Example:

The summer vacation will begin in spring.

The next Olympic Games will be held in 2010.

In summer classes begin in the morning.

Birds fly to their nests in the evening.

Sometimes *during* and *in* have the same meaning. *In the night* is very unusual; *during* the night is normal.

Time : At

	three o'clock	time
	Eid	festival
At	lunchtime	meal times
	the weekend	time
	night	time

Example :

The annual literary competition will begin at three o'clock.

This year Eid will take place in November.

We will meet at lunchtime.

We will go for a picnic at the weekend.

We sleep at night.

Period :

For two weeks	General period
In two weeks	Period starting from now
Two weeks ago	Period ending now

Example:

The exam will continue for two weeks.

The results will come out in a month.

The exam was held two weeks ago.

Uses of prepositions in the sentences:

at 10 o'clock.

We arrived *at* 10 o'clock.

about 10 o'clock.

We will be there *about* 10 o'clock.

before 10 o'clock

The manager cannot see you *before* 10 o'clock.

after 10 o'clock

The doctor will see you *after* 10 o'clock.

until 2 o'clock not before 2 o'clock

I won't come *until* 2 o'clock.

by 2 o'clock any point before or at 2

I will come *by* 2 o'clock.

since 2 o'clock

I haven't seen him *since* Monday

from 2 o'clock

The shop is open *from* 9 o'clock. (Looking back to a point in the past with a present perfect form of the verb.)

Note: Ago goes *after* the period.

Preposition : Relating to 'Where'

at	He lives <i>at</i> 5 Mirpur Road.	at an exact place
	Turn right <i>at</i> the top of the stair.	
	I'll meet you <i>at</i> the post office.	
in	He lives <i>in</i> America.	a country
	Kamal works <i>in</i> Khulna.	a town
	We live <i>in</i> Ring Road.	a road
	We were <i>in</i> the community centre last night.	a building or area
	Throw the banana skin <i>in</i> the bin.	a container
on	The chairman is sitting <i>on</i> the dais.	
	There are some books <i>on</i> the shelf.	
in front of	I'll see you <i>in front of</i> the post office.	
under	Where is my bag? It's <i>under</i> the table.	
behind	Iqbal Road is <i>behind</i> Asad Avenue.	
next to	We live <i>next to</i> the Star Kabab Restaurant.	
beside	We live <i>beside</i> the river.	
between	Our office is <i>between</i> Meena Bazaar and Stop and Shop.	
in the middle of	The office of the City Corporation is <i>in the middle of</i> the city.	
among	I found this article <i>among</i> some old papers.	
opposite	There is a restaurant <i>opposite</i> to my office.	
above	The clock is <i>above</i> the light.	
below	There is a shop <i>below</i> our flat.	

by	She is sitting by the window.
near	Is there any playground near the school?
not far from	I walk to school because it is not far from my home.
a long way from	I live a long way from the nearest bus stop.

Preposition : Relating to 'Where to'

up	Go up the stairs and turn left.
down	While coming out of the room, he fell down the stairs.
into	He is getting into a taxi.
out of	She is coming out of the car.
past	He walked past me without nodding.
onto	The child jumped on to her mother's lap.
off	The cup fell off the table and broke into pieces.
round	They are walking round in a ring.
back to	Can I go back to my room? I have left a bag there.
through	He is strolling through the park.
along	She is walking along the road.
over	He tripped over the stump of a tree.
under	A beggar is sitting under a tree.
to	The boy is going to school.
across	He walked across the road.

Exercises

Fill in the blanks with 'on' or 'in'

- The exam will begin-----16 November.
- We live ----- Gulshan.
- Our office is ----- the first floor of the building.
- Most people watch television ----- the evening.
- The teachers of the school meet ----- Saturday mornings.

- f) He lives ----- the university campus.
 - g) She gets up early ---- the morning.
 - h) We sleep ----- night.
 - i) Put the book ----- the table.
 - j) Put the keys ----- the drawer.
2. Fill in the blanks with at, before, after and since
- a. He goes to bed-----11: 00 pm.
 - b. The doctor can't see you -----2 o'clock.
 - c. The baby has been sleeping -----4 o'clock.
 - d. He has been sick ----- Monday.
 - e. The manager will come ----- 10 o' clock.
 - f. It has been raining -----8 o'clock
 - g. He lives ----- Mirpur Road.
3. Put in the blanks prepositions relating to where or whereto.
- a. The bus stopped ----- the terminal.
 - b. Where is the train for Chittagong? It's ----- platform 5.
 - c. There is a light post-----the house.
 - d. Distribute the sweets-----the guests.
 - e. Sit-----me.
 - f. There is a mosque -----the school.
 - g. The river-----bridge is very shallow.
 - h. A helicopter is hovering -----the village.
 - i. I heard footsteps-----me.
 - j. There is a shopping mall-----the town.
 - k. You will find a community centre -----the post office.
 - l. A dog is sleeping-----the car.
 - m. The passengers are coming-----the train.
 - n. There is a bridge ----- the river.

Lesson 16 : Conjunction

What is conjunction ?

A conjunction joins two ideas:

- | | | |
|------------------------------------------------|------------|----------------------------------------|
| 1. Would you like tea or coffee? | <i>or</i> | joins alternatives. |
| 2. Do you like sugar and milk in your tea? | <i>and</i> | joins similar ideas. |
| 3. I would like sugar but not milk, thank you. | <i>but</i> | joins two different or opposite ideas. |

or, and, but a) come between the ideas they join.
b) can join two sentences.

Example

You can change it. You can have your money back.
You can change it *or* you can have your money back.

The shop opens at 9 o'clock. The shop closes at 7 o'clock.
The shop opens at 9: 00 and closes at 7:00.

I'd love to come to your party. I'm busy on Sunday.
I'd love to come to your party *but* I'm busy on Sunday.
so gives the result of the first part of the sentence.
It is the second part of the answer.

I felt tired, *so* I went to bed early.
The water supply in the house is irregular, *so* we are moving.

Two kinds of conjunctions:

And, but and or are called 'coordinating conjunctions'. They join pairs of independent clauses. Other conjunctions like *because, when, that or which*

are called 'subordinating conjunctions.' The subordinating conjunctions will be dealt with in Part 2.

One use of a conjunction is to connect words or phrases. This use of conjunctions is called parallel structures. The conjunctions are: *and*, *but*, *either... or*, *neither... nor*. These words are called coordinating conjunctions.

Example:

- a) Malek *and* Mina are going to school.
- b) The referee whistled *and* the play stopped.
- c) He is waving his hand *and* shouting at us.
- d) He is rich *but* honest.
- e) She wants to watch television *or* listen to some music.
- f) A man is *either* honest *or* dishonest.
- g) He is *neither* stupid *nor* intelligent.

In (a) we have noun + *and* + noun. In (b) verb + *and* + verb; in (c) verb + *and* + verb;

In (d) adjective + *but* + adjective; in (e) infinitive + *or* + infinitive.

In (f) *either* + adjective + *or* + adjective.

In (g) *neither* + adjective + *nor* + adjective.

Exercise

1. Combine the given sentences into one concise sentence.
 - a) Mrs Hakim opened the door. Mrs Hakim greeted her guests.
 - b) Ali is kind. Ali is generous.
 - c) Please try to speak more loudly. Please try to speak more clearly.

- d) I like tea. I don't like coffee.
- e) I have met his mother. I haven't met his father.
- f) The boy is old enough to work. The boy is old enough to earn some money.
- g) He decided to give up his studies. He decided to take a job.

2. Use conjunctions to join the sentences.

- a) He was tired. He went to bed.
- b) He was hungry. He ate a banana.
- c) He made a mistake. He was not sorry.

3. Fill in the blanks with *neither*, *nor*, *either*, *or* and *or*

- (a) He is-----rich-----poor.
- (b) He is-----kind-----generous.
- (c) She is-----sweet-tempered-----helpful.
- (d) Your answer is-----good-----bad.
- (e) She is-----intelligent-----hardworking.

Lesson 17 : Interjection

Interjection, also called exclamation, is the word and structure that expresses something emphatically. You usually show this in speech by your intonation and in writing by the use of exclamation mark at the end of the sentence. There are various ways of showing your reaction to something that you are experiencing or looking at that you have just been told.

Ow! it hurts.

His father has died. Oh dear! I'm so sorry.

Some exclamations are only used to show reactions. Here is a list of some common ones.

aha	damn
blast	good gracious
bother	good heavens
bravo	goodness me
gosh	ouch
honestly	ow
hurray	really
oh	ugh
oh dear	well
what	you're joking
whoops	wow

Some nouns, for example, 'rubbish' and 'nonsense' can be used on their own to express strong disagreement.

We must get rich quick. ---- Nonsense! Riches can't make you happy.

Most students are lazy. ----- Rubbish! Most students are hardworking.

The word 'what' is often used before the noun.

What a pleasant surprise!

What a shocking accident!

Qualitative adjectives can be used on their own or with 'how' in front of them, usually to show a positive reaction to a statement.

'You are coming tomorrow?'

'I might be able to'.

Lovely!

Oh! Look! How sweet!

A prepositional phrase with 'of' can be used to specify a person and a to-infinitive to refer to the action.

How nice of you to call!

How nice to see you!

Sentences with 'how' and an adjective or adverb or 'what' and a noun group can also be used as exclamations.

How wonderful you look!

How cleverly you handled the situation!

What a fool I am!

What nonsense you are speaking!

'How' can be placed at the beginning of an ordinary sentence to indicate the intensity of a feeling or action.

How I hate commercials on television!

How he talked!

Lesson 18 : Review Exercises on Parts of Speech

The exercises included in each lesson are designed to give practice in the pattern of that lesson. The exercises in this section are intended to give further practice.

1. Use plural forms of the nouns in brackets.

- a. I met some learned-----at the meeting last night. (man)
- b. I need some -----to light the fire. (match)
- c. In the evening -----come swarming in. (mosquito)
- d. The baby has got two new----(tooth)
- e. Before you sign the contract you must talk to some----- (attorney)
- f. The fisherman caught a lot of ----- (fish) yesterday.
- g. -----are expensive musical instruments. (piano)
- h. -----are shrewd animals. (fox)
- i. If you speak in a cave, you will hear----. (echo)
- j. Electronic-----are very powerful. (medium)
- k. There are a number of scientific-----in Dhaka. (laboratory)
- l. If you don't water a house plant, its -----will turn yellow. (leaf)
- m. I saw some-----running around the floor. (mouse)
- n. The farmer is leading a pair of-----to the fields. (ox)
- o. I have to buy a couple of-----for my clothes. (box)

2. Complete the sentences with the possessive forms of the nouns in brackets.

- a. The-----room is on the first floor. (Headmaster)
- b. The -----voice came over the microphone. (Headmistress)
- c. That shop sells-----clothes. (women)
- d. There are many problems in ----- world. (today)
- e. Did you read-----newspaper? (yesterday)

- f. My -----classmates came to our place yesterday. (sisters)
- g. It will cost you several-----salary to buy a television set. (months)
- h. The----- toys are on the table. (baby)
- i. That is my -----purse.(wife)
- j. The -----bags are quite heavy. (boys)
- k. This shop sells -----dresses.(women)
- l. There is a -----club in this town. (wives)
- m. You must carry out your -----orders. (boss)
- n. This is a -----school. (children)

3. Correct the mistakes in the use of possessive nouns by adding apostrophes and final es as necessary.

- a. I enjoy visiting my uncle places.
- b. Nasima husband is a teacher.
- c. Kamal wife is a banker.
- d. It is the people right to vote in the election.
- e. Hena's aunt eldest son is a businessman.
- f. I borrowed my colleague pen to fill in the form.
- g. The children favourite television programme is the cartoons.
- h. When I went to Dhaka, I stayed at a friend house.
- i. The Taj Mahal is one of the world seven wonders.
- j. A dog sense of smell is very strong.
- k. A cat eyes glow at night.
- l. This is a girls playground.
- m. When the child toy broke, his mother bought another.
- n. A lawmaker work is important for the country.
- o. Garment workers living conditions are dirty.

4. Use compound nouns in the blanks.

- a. This is a book where you put people's addresses. It is an -----.
- b. Buses stop here. It is a -----.
- c. This man plays roles in films. He is a -----.
- d. It is a bag containing tea. It is a -----.
- e. It is a place where people park their cars. It is a -----.
- f. This is an office where you post letters. It is a -----.
- g. This packet contains powder for washing clothes. It is a packet of---.
- h. Bangla is the language we learn from our mothers. It is our-----.
- i. Tea is served on this table. It is a -----.
- j. It is a station where you find police. It is a -----.
- k. It is a shelf where you put books. It is a -----.
- l. This clock wakes you up. It is an-----.
- m. You fry things in this pan. It is a -----.
- n. This water contains minerals. It is -----.

5. Correct the errors you find in pronoun usage.

- a) I like vegetables, but my sister does not like it.
- b) When we were school boys, my brother and me used to play football.
- c) If you want to pass your exams you must work hard for it.
- d) A child should learn to respect other people. If they don't they will be called ill-mannered.
- e) A cow spent most of their time eating grass.
- f) I don't like fast food but my friends like them very much.
- g) A tiger is a wild animal. They are very dangerous.
- h) Chess is an interesting game. But some people find them boring.
- i) Exercise is good for you, so you had better take them regularly.
- j) Money is not essential to happiness. But people are all run after this.

Unit 2

Lesson 1 : Gender

Noun referring to male or female

Some English nouns are not masculine, feminine, or neuter. For example, most names of jobs, such as 'teacher', 'doctor', and 'writer', are used for both men and women.

But some nouns refer only to males and others only to females. For example, some nouns indicating people's family relationships, such as 'father', 'brother' and 'son' and some nouns indicating people's jobs, such as 'waiter' and 'policeman', can only be used to refer to males.

In the same way 'mother', 'sister', 'daughter', 'waitress', 'actress', and 'sportswoman' can only be used to refer to females.

Words that refer to women often end in '-ess', for example 'actress', 'waitress', and 'hostess'. Another ending is '-woman', as in 'policewoman' and 'needlewoman'.

Examples

Dina is an *air hostess*.

A *policewoman* dragged me out of the crowd.

Salma is an *actress*.

She works as a waitress at the restaurant.

Words ending in '-man' are either used to refer only to men or to both men and women. For example, a 'postman' is a man, but a 'spokesman' can be a man or a woman.

Some people now use words ending in '-person', such as 'chairperson' and

'spokesperson', instead of words ending in '-man', in order to avoid referring specifically to males.

Most names of animals are used to refer to both male and female animals, for example, 'cat', 'elephant', 'horse', 'monkey', and 'sheep'.

In some cases, there are different words that refer specifically to male animals or female animals, for example, a male horse is a 'stallion' and a female horse is a 'mare'.

In other cases, the general name for the animal is also the specific word for males or females: 'dog' also refers more specifically to male dogs, 'duck' also refers more specifically to female ducks.

Many of these specific words are rarely used, or used mainly by people who have a special interest in animals, such as farmers or vets.

Here is a list of some common specific words for male and female animals:

Male	Female
ram	ewe
tiger	tigress
horse, stallion	mare
dog	bitch
gander	goose
boar	sow
bull	cow
drake	duck
hind	stag
lion	lioness
cock	hen
fox	vixen
deer, buck	doe

Unit 3

Lesson 1: Punctuation and the Use of Capital Letter

i) Punctuation

1. Apostrophe (')

We use apostrophe (') for three reasons:

a. Missing letter :

Apostrophes show where we left letters out of a contracted form.

can't (= cannot)

it's (=it is/has)

I'd = (I would/had)

b. Possessive :

We use apostrophes before or after the possessive -s ending of nouns.

The boy's father

Ahmed's wife

Two miles' walk

c. Special plural :

Words which do not have plurals sometimes have an apostrophe when a plural form is written.

Example

It is a good idea but there is a lot of *if's*.

I know three *MP's* personally. (or MPs)

2. Colon (:)

Colons (:) are often used before explanations:

We decided to put off going on a picnic: the weather was bad.

He may have gone into hospital: he has heart trouble.

3. Direct speech:

A colon is used when a direct speech is introduced by a name.

Nora: Where's she?

Cathleen: She's trying to sleep.

4. List:

A colon can introduce a list.

The examples are as follows:

There are three types of verbs: transitive, intransitive and linking.

Americans usually put a colon after the opening salutation:

Dear Mr Hakim:

Dear Sir:

5. Comma (,)**a) List**

We use commas to separate items in a series or lists.

I want a toothbrush, a tube of toothpaste and a cake of soap.

I have been to Jessore, khulna and Satkhira.

b) Adjective

In predicative position, commas are always used between adjectives.

He is tall, slim and handsome.

She is tired, hungry and sleepy.

c) Word order

If words or expressions interrupt the progression of a sentence, we separate them off by a comma:

He is, I believe, an honest man.

She is, surprisingly, well-informed.

6. Dash (-)

Dashes (-) are common in informal writing.

There are three things I can never remember-names, faces and I

have forgotten the other.

We had a good time in Cox's Bazaar- the children enjoyed it.

7. Full Stop/Question Mark/Exclamation

Full stops, question marks and exclamation marks are used to close sentences.

I love fish.

Why don't you practise speaking English?

How nice to see you!

8. Quotation Mark

Quotation marks are also called inverted commas.

- a) We use them as titled or when we give them special meaning.

Have you read a poem called "Bidrohi" by Kazi Nazrul Islam?

Do you know how to spell the word 'technique'?

- b) Direct speech

We use quotation marks when we quote direct speech. Single quotation marks ('...') are more common in British English and double quotation marks ("...") in American English.

He said, "I'll come tomorrow".

'His last words,' said Mina 'were 'Be honest'.

9. Semi-colon (;)

Semi-colons are sometimes used instead of full stops. They are not nearly as common as full stops.

Some people are content; others are always grumbling.

It is a good idea; let's hope that it will work.

ii) Use of Capital Letter

Capital Letters are obligatory at the beginning of :

- a. the first letter of the first word of a sentence ;
- b. personal names, e.g. *Mr Hasan*
- c. the names of roads, streets, towns, villages, countries, etc. and geographical features eg Mirpur Road, College Street, Bangladesh, Tokyo, Mount Everest, Dhanmandi Lake, the Indian Ocean;
- d. names of days of the week, months, special festivals, e.g. Sunday, March, Eid;
- e. nouns and adjectives referring to nationality e.g. He is American, two French women, two Japanese;
- f. names of languages: Bangla, English, French
- g. names of institutions e.g. The British Museum, the SAARC, the United Nations;
- h. the first person singular: 'I' is always spelt with a capital letter;
- i. A capital is normally at the beginning of a title referring to a particular person. Compare the following two sentences:
A republic usually elects a president.
Abidur Rahman, President of the Union, will address the assembly.
- j. Words like *committee, government, school, union, university*, are normally spelt with a capital when they refer to a particular institution. Compare the following two sentences:
A committee is a group of persons elected or appointed to undertake certain duties.
The (Executive) Committee will meet again on October 10.

Exercise

1. Use punctuation marks and capital letters where necessary.

Once upon a time there was a king called Midas. He was extremely fond of gold although he had a lot of it, he wanted more. I wish I had the golden touch, he said to himself one day. Then I would be the happiest man.

A wise god granted his wish promptly. Half an hour later as the king was sitting under an apple tree in his garden suddenly a ripe apple fell beside him. He picked it up as he touched it the apple turned to gold. He could hardly believe his eyes. He had not expected his wish to be granted so he was overjoyed. Then he touched his chair. He was surprised to see that it turned to gold too. Wonderful, he exclaimed. I am the happiest man in the world.

2. Punctuate and use capital letters where necessary.

The Eiffel Tower, a great and magnificent building, was named after Gustave Eiffel, a Frenchman who built the tower. He was born in a prosperous family in 1832. He graduated from the central school of engineering in Paris and went to work for a railway construction company.

His mother thought that Gustave would not go far. But patient Mum, I have got some ideas, Gustave assured his mother. For years Gustave made plan after plan of dams, factories, stations and structures of great size all over Europe. Engineers copied them. In the middle of the 1880s a group of French industrialists persuaded the government to organise a World's Fair in Paris. Gustave Eiffel proposed a 960-foot tower of iron as a symbol of the exhibition. The construction of the tower began in January 1887. Forty engineers and designers under Eiffel's direction worked for two years. The tower was completed in March 1889. It was the highest structure made by man.

Unit 4

Lesson 1 : Subject and Predicate

Read the following passage:

Mina is in class six. She goes to Agrani School. She is a good student. She comes first in her class. Her teachers are very happy with her. Her parents are proud of her.

The passage contains statements. In a statement the subject comes first. The subject is a noun or pronoun. Something is said about the subject. In the passage above *Mina* is the subject of the first sentence and the pronoun *she* is the subject of the other sentences. Something is said about the subject and what is said is called the predicate. The predicate consists of a verb with other words. They may be called verb groups. In the above passage the subject and predicate or verb groups are given below:

Subject	Predicate
Mina	is in class six.
She	goes to Agrani School.
She	is a good student.
She	comes first in her class.
Her teachers	are very happy with her.
Her parents	are proud of her.

Note that the first subject is a noun and the second, third and fourth subjects are pronouns. The 5th and 6th subjects are nouns with possessive pronouns (*Her teachers and Her parents*) The predicates or the verb groups are complex. Some are followed by prepositional phrases, some are followed by noun phrases, some are followed by adjective phrases.

All the sentences are statements. The statements can be turned into questions.

What class is Mina in?

Which school does she go to?

What kind of student is she?

What are her results?

Are her teachers happy with her?

What do her parents feel about her?

In a question sentence what comes first is the question word: what, which, how, etc. Then comes the verb and finally comes the subject.

Look at the following sentences:

Open your book at page 1. Read the passage aloud. Answer the questions below it.

The sentences are commands. They tell you to do something. In the above sentences the speaker, a teacher, is telling his/her students to do certain activities. This type of sentence is called imperative sentence. In an imperative sentence the subject is omitted. The first word is the verb. Other words follow the verb as we find in the above imperative sentences.

Exercise

1. Identify the subjects and predicates in the following sentences:

- a) A dog is barking madly.
- b) A small pretty bird is chirping.
- c) My brother is a good singer.
- d) The beggar is asking for alms.
- e) A strong wind is blowing.

Lesson 2 : Types of Sentences

Statements:

Mina is a student.

Hamida is a housewife.

Kamal is going to see his dentist.

These sentences are statements. A statement is a sentence in which the subject is always present and generally comes before the verb. In the above three sentences *Mina*, *Hamida*, *Kamal* are subjects of the sentences and they are followed by the verbs.

Questions:

Are you happy with your results?

Who is on the telephone?

Will you help me?

These are question sentences. They have the following features:

- a) The main verb or the auxiliary verb is placed before the subject.
- b) An interrogative word comes first as in the second example.

Commands:

Shut the door.

Don't make a noise.

Give the beggar some money.

These are commands. A command is a sentence which does not have a grammatical subject and whose verb is in the imperative. In this type of sentence someone asks you directly to do something.

Exclamatory:

How wonderful!

How nice to see you!

What a noise they are making!

These are exclamatory sentences which have an initial phrase introduced by *what or who* without inversion of the subject or the verb.

Exclamatory sentences are used to show reactions to something.

Look at the following sentences:

How wonderful!

How awful!

Kamal has taken my pen. *Nonsense!* He is a nice boy.

Here is a list of some common exclamatory reactions:

good gracious good heavens

gosh what

damn goodness me

bravo good lord

hurray oh dear

Other expressions can be used in exclamations:

What a pleasant surprise!

How nice of you to come!

How nice to see you!

We use the following adjectives for these four types:

- a) Declarative
- b) Interrogative
- c) Imperative
- d) Exclamatory

Exercise

1. Make the following statements questions.
 - a. He is a politician.
 - b. She is a nurse.
 - c. He speaks English fluently.
 - d. Money is useful.
 - e. He snores.
2. Make imperative sentences with these verbs.
go, come, run, shut, stop, open
3. Turn the following exclamatory sentences into statements.
 - a) How nice of you to come!
 - b) What a noise they are making!
 - c) What a pleasant surprise!
 - d) Such an intelligent family!
 - e) How I hate travelling!
4. Turn the following statements into interrogatives:
 - a) She has made a cake.
 - b) Hena is in class six.
 - c) Trees give shade.
 - d) Milk is good for us.
 - e) Smoking is dangerous.
5. Write five imperative sentences with these words:
shut, open, make, get, put
6. Show your reactions to the following statements by using exclamations.
 - a) She has failed in the exam.
 - b) He has got a good job.
 - c) She has lost her purse.
 - d) He escaped unhurt in the accident.
 - e) He has got a son.

Unit 5

Lesson 1 : Main Verb

Look at the following passage:

Mina *is* in class six. She *is* a clever student. She *has always come* first in all her examinations. She *attends* her classes regularly. She *takes part* in extra-curricular activities. Her teachers *like* her very much.

The italicized words are verbs. They say something about Mina and her teachers. Verbs are classified into three types: *intransitive*, *transitive* and *linking*.

Intransitive verb :

A verb is intransitive when the action stops with the agent (subject) and does not pass from the agent to anything else. Examples:

A strong wind is blowing.

Habiba is singing.

In the above examples the subject and the verb make a complete statement. Intransitive verbs can be divided into three groups: verbs of movement and direction, verbs of sound and verbs of rest or position. Here is a short list of verbs of movement and direction:

walk: He is walking in the garden.

run: He is running in the field.

come: She will come to Dhaka tomorrow.

go: He goes to school at 10 o'clock.

arrive: He arrived at the airport at 4 o'clock in the afternoon.

Note that each of the verbs indicates movement or direction. The words that follow the verbs are not objects (nouns/ pronouns). They are adverbials modifying the verbs.

Verbs of sound :

- bark : Dogs bark.
mew : Cats mew.
bleat : Sheep bleat.
twitter : Birds twitter.
growl : Tigers growl.

Note the verb that goes with the sound made by each animal or bird. The noun and the verb go together and they make a complete statement.

Verbs of rest or position :

- sleep : The baby is sleeping.
rest : He is resting on the sofa.
sit : She is sitting on the floor.
lie : He is lying in bed
stand : The boy is standing under a tree.

Note that some of the verbs of rest or position are followed by adverbials: *on the sofa, on the floor, in bed, under a tree.*

Transitive Verb :

A transitive verb is one which takes an object. The action expressed in the verb passes on to something else.

Examples

- a. He has a car.
- b. He bought a book yesterday.

The verbs in (a) and (b) are transitive. They are followed by objects: a car; a book. Without the objects the meanings will remain incomplete.

The object of the transitive verbs can be of various kinds:

1. The object may be a noun or pronoun:

a. He wants *a glass of water*.

b. I like *him* very much.

In (a) the object is a noun: *a glass of water*. In (b) the object is a pronoun: *him*.

2. The object may be an infinitive/infinitive phrase:

c. I want to buy a dictionary.

d. He sat down to relax.

In (c) and (d) the objects are infinitive or infinitive phrases: *to buy a dictionary*; *to relax*. Infinitive as made by using *to*+base form of the verb.

3. The object may be gerund: verb+ing :

e. I enjoy *walking*.

f. He hates *smoking*.

In (e) and (f) the objects are: *walking* and *smoking*. These words are gerunds and they function as objects.

More details of the transitive verbs will be given in Part-2 of this book.

Exercise

1. Make your own sentences with the following intransitive verbs:

go	walk	run
bark	bleat	mew
sleep	sit	lie

2. Make your own sentences with these transitive verbs.

like	want	buy
tell	sell	have
reach	enjoy	spend

Lesson 2 : Auxiliary Verb

Auxiliary verb is called 'helping verb'. It helps the main verbs to express a complete meaning. Auxiliary verb can be divided into two groups: primary auxiliary and modal auxiliary. In this lesson we talk about primary auxiliary. There are three primary auxiliaries. These are *be*, *do* and *have*. They can be used as main verbs which we shall see later. Look at the following examples:

- a. We *do not* believe in ghosts.
- b. *Do* you work hard for your exam?

Example b. is an interrogative sentence and in this kind of sentence we use *do*, *does*, *did* to make the meaning.

The auxiliary *do* has the following forms:

Non-negative	Uncontracted negative	Contracted negative
Present: 3rd person singular		
does	does not	doesn't
Present not 3rd person singular		
do	do not	don't
Past		
did	did not	didn't

Example sentences:

Statement	Question
Non-negative: I do believe in honesty.	Do I believe in honesty?
Non-negative: You do believe in honesty.	Do you believe in honesty?
Non-negative: We/they believe in honesty.	Do we/they believe in honesty?
Non-negative: He/she does believe in honesty.	Does he/she believe in honesty?

Note that in non-negative sentences *do* is used to emphasise the verb. If no emphasis is required, *do* can be omitted. But in interrogative sentences *do* is necessary and it comes before the subject as we find in the question sentences above. Note also that when the subject is *he*, *she*, *it*, *do* becomes *does*.

Negative: I/you/they/we do not/ don't have any chance of speaking English outside the classroom.

Do is also used as a main verb. The main verb uses are given below:

Do you do your own cooking?

Have you done the washing?

Who is going to do the ironing?

I'm afraid I haven't done it.

Mina did her homework, but Hena didn't do hers.

What do you do?

Did you do anything unusual yesterday?

The most common use of *do* is to make questions and negatives.

Exercise

1. Make the verbs in the following sentences emphatic:

I like honey.

I enjoy games and sports.

I hate travelling.

I love jokes.

I dislike wasting time.

2. Turn the following statements into questions:

a) He plays football in the afternoon.

b) She practises singing in the evening.

c) He swims every day.

d) He overate at the party.

e) She spent the whole day reading a story book.

3. Make the following statements negative:

a) He plays chess.

b) She likes chutney.

c) He speaks English.

d) She enjoys watching television.

e) She has a maid.

Unit 6

Lesson 1 : The Tense

1. The Simple Present Tense

Look at the passages:

- A. Nasim gets up at five o'clock in the morning. He goes for a walk in the nearby field. He takes his breakfast at eight o'clock. He goes to school at nine o'clock. He comes home in the afternoon. He prepares his lessons in the evening. He has his dinner at nine o'clock. He goes to bed at ten o'clock.

The paragraph above mentions the daily activities of Nasim. They speak of his habits and when we speak of someone's habits we use this tense. We use as subject Nasim in the example and a verb in its base form with *s* or *es* inflection. In other words, we add *s* or *es* to the verb if the subject is *he, she, it* or any singular noun.

- B. Fire burns. It destroys houses and crops, kills people and animals. We put out fire by using water.

This passage speaks of a general truth—truth about fire. It destroys everything. When we speak of such general truth we use simple present tense.

- C. Most people like milk. Milk is good for us. But Mina does not drink milk because it upsets her stomach. She is unhappy about it. However, she drinks skim milk which is free from fat and is easily digestible.

This passage makes some timeless statements. In other words, the statements do not speak of any specific time—present, past or future. This meaning is almost close to general truth.

- D. The President leaves for Paris on Monday. He stays there on Tuesday. He flies to New York on Wednesday. He addresses the United Nations General Assembly on Thursday. He flies back home the next day.

This passage speaks of future actions. When we want to express such actions, we use the simple present tense.

Verbs which are used in this tense can be classified into three groups:

- 1. Event verb :** This type of verb refers to events, happenings, etc.
for example:

come, go, walk, run, etc.

Example Sentences:

He comes to visit his old mother every month.

She goes to school at nine o'clock.

He walks for an hour every morning.

He runs home after school.

- 2. State verb :** This type of verb speaks of state or non-event.

For instance:

be, live, belong, like, know, have, contain

Example Sentence :

She is cheerful.

He lives in Khulna.

The house belongs to my uncle.

I like vegetables.

They have a car.

The headmaster knows me very well.

This box contains books.

3. Verbs of communication: These verbs include the following:

say, tell, write, hear, etc.

Example Sentences:

He says his prayers five times a day.

She tells me she is going to study English.

She writes home every week.

I hear you are going abroad.

The verbs in these examples refer to the beginning of a message in the past, so we have every reason to expect the past tense or present perfect tense: She has told me...She wrote...But the communication is still in force for those who have received it and the present simple is used.

In making affirmative sentences negative we use *do not/don't /does not/doesn't*:

Affirmative

He has a car.

Negative

He does not or doesn't have a car.

Exercise

1. Put the verbs in the correct tense form.

- a) He (drink) eight glasses of water a day.
- b) She (not drink) coffee.
- c) He (play) football.
- d) He (not play) football.
- e) He (take) exercise every day.
- f) He (not take) exercise every day.

- g) He (like) tea.
- h) He (not like) tea.
- i) She (wash) her clothes.
- j) She (not wash) her clothes

2. Use one of the verbs to complete these sentences: Sometimes you may need to use the negatives: *know, have, rise, come, contain, belong, help, waste*

- a) The sun-----in the east.
- b) I-----his father.
- c) This carton-----chocolates.
- d) He -----have a dictionary.
- e) I -----know where he lives.
- f) He -----home in the afternoon.
- g) She-----her time.
- h) The book-----to Kamal.
- i) She always-----her mother in cleaning the house.

3. Answer these questions.

- a) Where do you live?
- b) When do you get up?
- c) When do you go to school?
- d) How do you come to school?
- e) How often do you brush your teeth?
- f) How much water do you drink?
- g) How long do you sleep?
- h) What do you have for breakfast?
- i) How do you spend the afternoon?

Lesson 2 : Simple Past

Look at these sentences:

- a) I walked to school yesterday.
- b) Halim lived in Rajshahi for five years, but now he lives in Dhaka.
- c) I bought a bag the other day.

The simple past indicates that an activity or situation began and ended at a particular time in the past.

- d) Rita stood under a tree when it began to rain.
- e) When I heard a strange noise, I got up to find out what it was.
- f) When he slipped in the bathroom, he broke his leg.

If the sentence contains when and has the simple past in both clauses, the action in the when-clause happens first. In (d) 1st: the rain began, 2nd: she stood under a tree.

Here is a passage using the simple past:

Bina went to a party yesterday. There she met her old friend Nafisa. She introduced Nafisa to Mrs Huq, the hostess. Mrs Huq welcomed them and thanked them for coming. There were other guests at the party. There was a large cake along with other food. Mrs Huq cut the cake and everybody clapped their hands. Then they began to eat. They all enjoyed themselves.

All the verbs in the passage are in the past forms. Some of them are regular verbs, some are irregular. Regular verbs end in -ed . But there are other rules:

- a. When the simple form of a verb ends in e only d is added.

Examples

change-----changed

dance-----danced

- b. When a one-syllable verb ends in a single consonant preceded by a single vowel, the final consonant is doubled and 'ed' is added.

Examples

plan-----planned

stop-----stopped

- c. When a verb of more than one syllable ends in a single consonant preceded by a single vowel, the final consonant is doubled.

Examples

omit-----omitted

occur occurred

- d. When the simple present of a verb ends in 'y' preceded by a consonant, the 'y' is changed to 'i' and 'ed' is added.

Examples

carry-----carried

hurry-----hurried

About 140 English verbs are irregular. Their past forms are not related to their simple forms in any way listed above. A list of these verbs is given in another lesson.

Verbs without past forms:

bet cost

let set

spread bid

bid cut

put shed

thrust burst

hit quit

slit	cast
hurt	split
wet	rid

Exercise

2. Change the following sentences to indicate that the action occurred once in the past:
- (a) I take a bath every morning.
 - (b) I don't always shave.
 - (c) I drink tea while I read the newspaper.
 - (d) I have bread and butter and a glass of milk for breakfast.
 - (e) I put on my dress after breakfast.
 - (f) I pick up my books.
 - (g) I hurry to class.
 - (h) The class begins at 9 o'clock.
 - (i) I am never late.
3. Answer these questions:
- a) When did you go to school yesterday?
 - b) When did you arrive?
 - c) How many classes did you have?
 - d) When did you have your lunch?
 - e) When did you come home?
 - f) What did you do when you came home?
 - g) When did you have your supper?
 - h) When did you go to bed?
 - i) Did you sleep well?
 - j) Did you have any dream?
 - k) What did you have for lunch?

Lesson 3 : Simple Future

Look at these sentences:

- a) Salam will have a cup of tea after the class.
- b) Salam is going to have a cup of tea after the class.
- c) Kalam will not be here tonight.
- d) Kalam won't be here tonight.

Will and *be going to* are used to express future time as in (a), (b) and (c). In (d) *won't* is the contracted form of *will not*.

Here is a passage using the simple future:

Mrs Jahanara is going to have a party next week. She is going to invite her friends. She is going to make a list of the guests. Later today she will write the invitations. Then she will plan the menu. There will a lot of fun at the party. Everyone will have a good time.

Will vs *going to*:

- a) According to the weather report, it will rain in the afternoon.
- b) According to the weather report, it is going to rain this afternoon.
- c) Be careful! You will hurt yourself.
- d) Watch out! You are going to hurt yourself!

When the speaker is making a prediction (a statement about something that he or she thinks will be true or will occur in the future) either *will* or *be going to* can be used. There is no difference in meaning between (a) and (b) and between (c) and (d).

To express a prior plan, use only *be going to*:

- (a) **A:** Why do you buy balloons?

B: I am going to decorate my room for my birthday.

(b) **A:** I am tired of waiting for the bus.

B: I am going to buy a car.

When the speaker is expressing a prior plan (something he intends to in the future because in the past he has made a plan or decision to do it) only *be going to* is used. In (a) and (b) the speakers have made prior plans.

To express willingness, use only *will*.

(a) **A:** The phone is ringing.

B: I will answer it.

(b) **A:** I don't understand this question.

B: Ask your teacher. He will help you.

In (a) The speaker is not making a prediction. He is saying 'He is willing to answer the phone'. In (b) the speaker is sure that the teacher is willing to help.

Exercises

2. Use *will* or *be going to*.

a) She is working hard for her exam.

She (do) well.

b) Can you give this message to my uncle?

I (see) him at the meeting.

c) I'm shivering.

You (have) a cold.

d) I (buy) a camera tomorrow.

e) The helicopter is hovering overhead. It (land).

Lesson 4 : Simple Future (continued)

Look at these sentences.

- a) Hasan will have a cup of tea after the class.
- b) Hasan is going to have a cup of tea after the class.
- c) Monica will not be here tomorrow.
- d) Monica won't be here tomorrow.

Will or *be going to* is used to express future time. *Be going to* is colloquial. In (d) the contracted form of *will not* is *won't*. To express a prior plan, use only *be going to*.

- e) Why did you buy the coloured pencils?
I'm going to draw a painting.
- f) He is tired of waiting for the bus.
He is going to buy a car.

When the speaker is expressing a prior plan (something the speaker intends to do in the future, because in the past he has made a plan to it), only *be going to* is used. In (e) speaker B has made a prior plan.

Last week he decided to draw a painting. He intended to paint tomorrow. In (f) the speaker intends to buy a car. He made the decision in the past and he plans to act on his decision in the future. *Will* is not appropriate in (e) and (f)

To express willingness, use only *will*.

- g) A: Someone is knocking at the door.
B: I'll answer it.
- h) A: I don't understand this problem.
B: Ask your teacher about it. She will help you.

In (g) speaker B is saying, "I'm willing, I'm happy to answer the door. He is not making a prediction. He has not made a prior plan to answer the door. He is instead volunteering to answer the door and uses will to show his willingness. In (h) the speaker B is sure about the teacher's willingness to help. *Be going to* is not appropriate in (g) and (h).

Exercise

1. Use *will* or *be going to* with the verb in brackets.

A: Can you post this letter for me?

B: Sure. I-----

A: The phone is ringing.

B: I-----

A: Mr Hakim won't be here next semester. He has resigned.

B: Who-----the next teacher.

Expressing prior plan vs willingness. Use *be going to* if you think the speaker is expressing a prior plan. If you think s/he has no prior plan, use *will*.

- (i) A: The letter is in English and I don't speak English. Can you help me?

B: Sure. I (translate) for you.

- (ii) A: Do you want to go shopping with me? I (go) to town tomorrow.

B: What time do you want to go?

- (iii) A: How do you spell 'beautiful'?

B: I don't know. I-look it up for you.

Unit 7

Lesson 1 : Subject-Verb Agreement

Singular in the simple present tense. Noun + s/es=plural

- (a) My brothers and sisters live in Dhaka.
- (b) My brother, sister and cousin live in Dhaka.

Two or more subjects connected by *and* require a plural verb.

- (c) Every man, woman and child need love.
- (d) Each boy and girl will have a picture book.

Every and *each* are always followed by singular nouns. In this case even when there are two or more nouns connected by *and*, the verb is singular.

- (e) That book on tigers is interesting.
- (f) My dog, as well as my cats, likes to eat food.
- (g) The book that I got from my brother was interesting.
- (h) The pictures in this book are interesting.
- (i) My dog, as well as my cat, loves to play with my child.
- (j) The books I bought at the bookshop were expensive.

Sometimes a phrase or clause separates a subject from its verb. These interrupting structures do not affect basic agreement. For example in (e) the interrupting prepositional phrase *on tigers* does not change the fact that the verb *is* must agree with the subject *book*. In (i) and (j) the subject is separated by an adjective clause.

(k) Growing vegetables is his hobby.

A gerund used as the subject of the sentence requires a singular verb.

Exercise

Correct the errors in the following sentences:

- a. My sister and her husband lives in Kushtia.
- b. My father, as well as my mother, are healthy.
- c. Each boy in the class are intelligent.
- d. Every man look after his own interest.
- e. That book with nice designs on the cover is very useful.

Lesson 2 : Subject-Verb Agreement (continued)**Using Expressions of Quantity**

- (a) Some of the book is good.
- (b) Some of the books are good.
- (c) A lot of the equipment is outdated.
- (d) A lot of my books are eaten up by termites.
- (e) Two-thirds of the population in Bangladesh lives in rural areas.
- (f) Two-thirds of the people of Bangladesh live in rural areas.

In most expressions of quantity, the verb is determined by the noun or pronoun that follows *of*.

Example

In (a) *Some of* + singular noun = singular verb

In (b) *Some of* + plural noun = plural verb

- (g) One of my friends came to my place yesterday.
- (h) Each of my friends attended the picnic.
- (j) Why were some of the students absent yesterday?

Exercise

Choose the correct verbs in the following sentences:

- a. Two thirds of the students in this class (is/are) boys.
- b. He (has, have) done one-third of his home work.
- c. One of my friends (is/are) ill.
- d. Some of the apples (is/are) rotten.

Lesson 3 : Subject-Verb Agreement (continued)

Using *There + Be*

- (a) There is a fan in this room.
- (b) There are two fans in the other room.
- (c) There are seven continents.

In the structure, *there* has no meaning as a vocabulary word. It introduces the idea that something exists in a particular place.

Pattern : *There + be + subject + adverbial of place*

If the subject is singular as in (a) the verb is singular. If the subject is plural as in (b) the verb is plural. Sometimes the expression of place is omitted when the meaning is clear as in (c) where the implied expression of place is clearly *in the world*.

Exercise

1. Choose the correct answers in brackets.

- a) There (isn't, aren't) any letter for you in the mail.
 - b) There (isn't, aren't) a lot of problems in this country.
 - c) There (is, are) a book on the table.
 - d) There (is/are) numerous kinds of birds in the world.
 - e) There (was, were) a terrible tsunami in Indonesia last year.
 - f) There (is, are) more girls than boys in our class.
 - g) Why (is, are) there a shortage of jobs in this country?
 - h) Why (isn't, aren't) there a post office in this area?
 - i) Every one of my (friends/friend) attended the picnic.
- One of, each of and every one of* take singular verbs as in (g), (h) and (i).
- (j) None of my friends is here.

Note: None of my friends are here. (informal)

Subjects with *none of* are considered singular in informal English, but plural verbs are often used in informal writing.

The number of students in class six is thirty.

A number of students are absent today.

The *number* is followed by a singular verb. A *number* is followed by a plural noun.

Exercise

1. Choose the correct answers in brackets:
 - a) What percentage of the population of Bangladesh (is, are) illiterate?
 - b) Some of the mangoes in the bowl (is, are) rotten.
 - c) Each boy in the class (have, has) done his homework.
 - d) A number of girls (is, are) absent today.
 - e) A lot of the students in the class (is, are) from Bangla-medium schools.
 - f) A lot of his money (go, goes) on food.
 - g) (Do, does) any of you know the answer to this question?
 - h) A lot of clothing in this shop (is, are) on sale.
 - i) All of the animals (is, are) in enclosures.
 - j) Why (was, were) some of the students absent yesterday?
2. Using *there* and *be*, name some things that exist.
 - in this country
 - in this town
 - in this village
 - in this school
 - in this house
 - in this room.
 - In the world
 - In the universe

B. Composition

Unit 8

Lesson 1: Process Writing

1. Writing simple instructions (e.g. how to do things)

There are occasions when people need to describe how things are done. This is called process writing. Here are examples of process writing:

How to Make a Cup of Tea

The first step is to pour water into a kettle. Then put the kettle on. When the water boils over, take the kettle off the boil. The second step is to pour the steaming water into a cup of tea. The third step is to put a tea bag into the cup. After a while, take the bag out of the cup. The final step is to put milk and sugar and stir the liquid with a teaspoon. The cup is now ready for drinking.

How to Cook Fried Eggs

Heat enough oil or butter to cover the bottom of the frying pan. When it is hot, but not very hot, or the butter is melted, add the eggs, which should each be broken separately into a saucer and then slide into the fat. This is to make sure you do not drop a bad egg into the fat. Cook gently---much more slowly than ordinary frying-basting the egg with the hot fat until the white is set. Lift out with a fish-slice. If the fat is too hot and the cooking too fast, the egg will get tough and unpleasant to eat.

How to Make Custard

Quantities for four helpings:

- | | |
|-------------|---------------------|
| 3 eggs | pinch of salt |
| 1 pint milk | flavouring to taste |
| 1 tbs sugar | |

1. Beat the eggs, salt, and sugar enough to mix well.
2. Heat the milk. Pour the hot (not boiling) milk on to the eggs and stir well. Add flavouring to taste.
3. Pour into a greased dish. When using the higher temperature place the dish in a baking tin with hot water to come half-way up the sides of the dish.
4. Bake until set. To test for setting, slip the blade of a knife into the custard half-way between the centre and the side and if it comes out clean with no custard sticking to it, the baking is finished. The custard may not be quite done in the middle, but there will be sufficient heat in it to finish the cooking, and taking it out at this stage prevents overcooking and curdling.

How to Make a Cake

Take a bowl and put some flour into it. Break five eggs into the bowl. Put some sugar, butter and a spoonful of baking powder into the mixture. Knead the mixture well, put it on a greasy tray. Then put the tray into the hot oven. When the mixture turns brown, the cake is baked. Turn off the oven and take out the cake.

Following the model passages on process description, write similar passages on the following:

- a. How to wash clothes
- b. How to iron clothes
- c. How to fix salad
- d. How to wash hair
- e. How to cook vegetables
- f. How to cook meat
- g. How to keep fit
- h. How to keep your garden clean
- i. How to decorate your drawing-room for a birth day party

Unit 9

Lessons 1: Introducing Writing Paragraph

A paragraph is a group of related sentences dealing with a central idea or topic. It is a basic unit of thought. A paragraph contains only one idea. The first sentence introduces the idea or topic. It is called *topic sentence*. A series of sentences are written to develop the idea introduced in the topic sentence. These sentences are called *body* of the paragraph. The last sentence concludes what has been said in the paragraph. It is called *conclusion*. So, the three parts of a paragraph are:

1. Topic sentence
2. Body
3. Conclusion

My Next - Door Neighbour (words : about 80)

My neighbour is a very stingy man. He is a high official and he gets a good salary. He has also inherited a house and some farmland. In fact, he is comfortably well-off. But he lives miserably. His house is in disrepair. It is long since he bought new clothes. His trousers are baggy; his shirts are faded and his shoes are worn out. His wife and children are also shabbily dressed. Besides, his meals are extremely frugal. He seldom buys meat, fish and chickens. Nobody has seen him entertain any friends and relations. He is, indeed, extremely miserly.

Notes:

A paragraph should have a topic sentence. A topic sentence is one which tells you what the passage is about. The passage above is about

a man who has money, but he is unwilling to spend it. The passage gives details in support of this statement. The details include the condition of his house, his clothes, his meals, etc. Thus all the sentences in the paragraph support the opening statement.

Exercise

Following the model paragraph, write paragraphs on the following topics:

- a. My Close Friend
- b. My Brother
- c. My Sister
- d. Our Physical Instructor
- e. Our Maid

Unit 10

Lessons 1: Writing Paragraph by Answering Questions

1. Write a paragraph by answering these questions:

- a) What's your name?
- b) Where do you come from?
- c) How old are you?
- d) Which school do you go to?
- e) What class are you in?
- f) What is your favourite subject?
- g) Which games do you play?
- h) What do you do in your spare time?
- i) What are your favourite fruits?

By answering the questions you can produce a paragraph like this:

My name is Hakim. I come from Mirpur. I am ten years old. I go to a local school. I am in class V. English is my favourite subject. My favourite games are football and cricket. I watch television in my spare time. My favourite foods are vegetables and fruits.

Exercise

1. Write a paragraph of your own by answering the following questions:

- a) What does your father do?

- b) Where does he work?
- c) When does he go to the office?
- d) When does he come back?
- e) What kind of a man is he?
- f) What good qualities does he have?
- g) What bad qualities, if any, does he have?
- h) Does he help you with your lessons?
- i) Is he patient? Or does he lose his temper sometimes?

2. Write a paragraph of your own by answering these questions:

- a) What's the name of your mother?
- b) How old is she?
- c) What are his educational qualifications?
- d) Does she work anywhere?
- e) How many children does she have?
- f) What does she do in her spare time?
- g) Does she visit her neighbours?
- h) Does she go shopping? If so, how often.
- i) How much do you love your mother?

Unit 11

Lessons 1: Writing Paragraphs from Models (Words: about 80)

The Cat

Cats are domestic animals. They look like tigers. They feed on fish, rice, milk, rat, etc. They love warm places. While they sleep, they often purr. A cat's body is covered with fur. The eyes of a cat glow at night. This makes it easy for it to hunt mice and rats. If there is a cat around the house, rats and mice do not come near the house. Many people keep cats as pets.

The Dog

The dog is a domestic animal. It feeds on meat, fish, rice and what not. However, it is very fond of bones. It will spend hours trying to break a bone and will not give up until it is broken. If you go near the dog when it is having its meal, it will snap and snarl. A dog is a very faithful animal. If you keep it as a pet, it will guard your house and bark furiously at strangers or anything suspicious. Its barking might keep you awake all night. Dogs are used by police to track down criminals. In many European countries dogs are favourite pets.

The Cow

The cow is a domestic animal. Like all animals, it has four legs, two horns and a tail. The male cow is called an ox. Oxen are used for ploughing fields. We eat the flesh. The flesh is called beef. Beef is rich in proteins and is very nourishing. The cow gives us milk. Milk is a nutritious drink. It contains almost all the essential food elements. The skin of the cow is used for making shoes. So the cow is a very useful animal.

Vocabulary

Nouns: cow, animal, legs, horns, tail, ox, fields, flesh, beef, proteins, milk, elements, skin, shoes

Adjectives:	domestic, rich, male, nourishing, essential, useful
Adverbs:	very, almost
Verbs:	have, eat, gives, contain
Other expressions:	is called, are used

Tenses used in the model paragraph.

Present simple: The cow is a domestic animal.

It has four legs.

We eat the flesh.

The cow gives us milk.

It contains all the essential food elements.

These sentences describe the nature and habits of the cow and in describing the nature and habits of someone, man or animal, we use the simple present tense:

Subject + base form of the verb with s or es.

Exercise

Following the model paragraphs, write your own paragraphs on:

- a. The Lion
- b. The Fox
- c. The Bear
- d. The Peacock
- e. The Parrot
- f. The Elephant

Notes:

On writing about these animals/birds the points you use should include: description of the animals, their eating habits. Are they domestic or wild? If wild, where they are found, whether they are useful or dangerous if people keep them as pets, why do they do so?

Unit 12

Lessons 1: Writing a Paragraph Using an Information Table

Look at the following time table

Train from Dhaka to Rajshahi and train from Rajshahi to Dhaka

Departure from Dhaka 19 hours

Arrival at Rajshahi 05 hours

Departure from Rajshahi 10 hours

Arrival at Dhaka 20 hours

Using this time-table you can write a paragraph like the following one:

The train from Dhaka to Rajshahi departs from platform 5 at 7 pm and arrives at Rajshahi at 05 o' clock in the morning. It departs from Rajshahi at 10 o' clock in the morning and arrives at Dhaka at 8 o' clock in the evening.

Exercise

1. Write a paragraph using the following time table:

Exam Schedule

10 July	10 o' clock	English Paper 1
11 July	10 0' clock	English Paper 2
12 July	10 o'clock	Bangla Paper 1
13 July	10 o'clock	Bangla Paper 2
14 July	2:00 pm	Mathematics

2. Write a paragraph using the following information:

Name	Height	Age	Build	Class
Hamid	5 ft	12	slim	V
Mohsin	5' 1"	13	fat	V1

Hamid is 5 feet tall. He is twelve. He is slim. He is in class V.

Mohsin is 5 feet 1 inch tall. He is thirteen. He is fat. He is in class V1

3. Write a paragraph using the following information:

Name	Height	Age	Build	Class
Nasima	4 feet	10	thin	IV
Halima	4 feet	6 inches	heavy	V11

4. Write a paragraph using the following exam schedule:

Annual Exam Schedule

Saturday	9:30	English	2:00	Bangla
Sunday	9:00	Arithmetic	2: 00	Science
Monday	9:00	Geography	2:00	History
Tuesday	9:00	Islamic Studies	2:00	An Introduction to Environment

Unit 13

Lessons 1: Letter Writing

Personal Letter

It is useful to use the form set out below, which is how the normal personal letter is laid out:

(A) 45 Iqbal Road
Asad Avenue
Mohammadpur
Dhaka 1207

(B) 20 August 2006

(C) Dear Alam
Dr/Mr/ Miss/ Ms...

(D) Letter

Love,

(E) Yours (sincerely)
Masud

Notes

- (A) Your address always goes in the right-hand corner. The address of the person you are writing to does not appear in a personal letter.
- (B) The date always goes under the address. This can be written as:
20th August or August 20th or 20/8/06 or 20. 8. 06

- (C) Dear + Name or Dear + Title + Surname are the only address forms.
- (D) The first line of the letter usually starts below the end of the address form.
- (E) Love and variations are intimate or affectionate. Yours is friendly without expressing intimacy; Yours sincerely is quite formal in a personal letter. There are very personal and individual ways of ending a personal letter that you will develop naturally with close friends.

Personal letters cover the following areas:

Letters of invitation

Letters which accept or refuse invitations

Letters in order to make future arrangements with someone

Letters of apology

Letters which congratulate someone for something they have done or something that has happened to them;

Letters which commiserate with someone's misfortune or unhappiness

Thank-you letters

A letter you write to your uncle about your results in the annual exam.

34 Babar Road
Mohammadpur
Dhaka 1207
10th August 2006

My dear uncle,

The results of my annual exam came out the other day. You may be glad to know that I have come first in the exam. I have got good marks in all the subjects. I worked hard and I expected to do well. But I never imagined that I'll come on top. It is indeed a pleasant surprise for me. My Mum and Dad are very pleased with my results. They have promised to give a bicycle as a gift. I'm dying to have it. I can't wait any longer.

This letter to an uncle is a personal one announcing the result of the writer. In giving the information, he is also expressing his feelings. His result is a pleasant surprise to him and he conveys this to his uncle. He also expresses his respect to his uncle and aunt. Note that the language is simple and straightforward. In English they do not use flowery language.

Sohel

A Reply to the Letter

Dear Soheli,

Thank you very much for your letter. I 'm delighted to learn that you have come first in your annual exam. Congratulations on your brilliant result! I hope this will encourage you to work harder. But don't forget to take care of your health. Brilliant results without good health will not be of much help.

I'm sending Tk 2000.00 as a token of my appreciation. Will you let me know how you are going to spend the money? Your aunt and I are getting on fairly well.

With regards to your parents and love to you.

uncle

You live in Rajshahi. A cousin of yours lives in Rangpur. Write a letter to him asking him to spend Eid holidays with you.

Dear Apu,

We have been out of touch for quite some time. I hope you are getting on well. You know, Eid is only two weeks away. Why don't you spend the holidays with us? We have a pond. We can have a swim. We can also fly kites together. We can take long walks along the bank of the river. There are many things to see in Rajshahi. The university campus is large and beautiful. The buildings will take your breath away. Then there is the Varendra Research Museum. It is full of interesting things.

Rajshahi Government College is a big college with a glorious tradition. The office building constructed during the British rule is an architectural beauty. I hope very much that you will accept my invitation. I look forward to hearing from you soon.

With best wishes,

Jalal

Another Personal Letter

Dear Aziz,

An interesting thing has happened and I can't help writing to you about it. I haven't told anyone yet that I write poems. I have a notebook full of my own poems. I didn't have the nerve to show the notebook to anybody. I thought that the poems were trash, not worth publishing. Last month I picked up courage to send one of the poems to the Ittefaq for publication. Would you believe that the poem has been published? Isn't it incredible that a poem written by a student of class six should be published in a newspaper like the Ittefaq? I venture to send a copy of the poem to you. Will you please let me know what you think of the poem?

Looking forward to hearing from you,

With best wishes to you and kind regards to your parents.

Habib

Exercise

1. Write a letter to a cousin telling him how you are going to celebrate your next birthday.
2. Write a letter to your sister who lives in Canada about your result in the last annual examination.
3. Write a letter to a cousin who lives in Bogra inviting him to spend the summer vacation in your village home.

Sample Test
English Second Paper
 Class Six and Seven
 Full marks : 50
 Time: 2 hours

[Answer all the questions. Figures in the margin indicate full marks]

Section: Grammar

1. Fill in the gaps with *a*, *an* or *the* and put a cross (x) where no article is needed. 0.5x8=4

A: I need to make (a) appointment with my dentist.

B: Why don't you use my phone?

A: Thank you. Oh dear, I can hear (b) engaged tone. I'll try again later.

B: Which dentist do you go to?

A: I go to (c) one next to (d) supermarket on (e) Tajmahal Road.

B: How is he?

A: He's (f) excellent dentist! You hardly feel any pain when he pulls out (g) tooth.

B: Could I have (h) telephone number of your dentist, please? My grandmother needs to have her teeth checked.

A: Of course. It's 9663422.

Answer: (a) an, (b) an, (c) the, (d) the, (e) X, (f) an, (g) a, (h) the

2. Abir is writing to his sister from a tourist lodge in Cox's Bazar. Choose the correct preposition from the box and fill in the gaps. 0.5 x 8= 4

till	inX2	behind	at	on	from	under
------	------	--------	----	----	------	-------

Hi Tina!

We're looking forward to seeing you (a)next Sunday

(b) the St. Martin's Island. We're having a great time here. Panna

and I run (c) the mornings. Alok gets our breakfast (d) a local restaurant. Then from about ten o'clock (e) lunch we do what we want. (f) night, we cook our meal. There's a wood (g) the hotel and sometimes I go for a walk. I am now writing you sitting (h) a Banyan tree. The weather is beautiful here. We are missing you a lot.

See you soon.

Abir

Answer: (a) on, (b) in, (c) in, (d) from, (e) till, (f) at, (g) behind, (h) under

3. Complete the text using the words in the box as needed. **0.5 x 10 = 5**

Teacher	and	quick	missing	but	go	good	so	worry	sit
---------	-----	-------	---------	-----	----	------	----	-------	-----

Hello Nina,

This is just a (a)..... e-mail. I hope you're getting well (b) will be back at school on Sunday. I know you are worried about the (c) classes. Don't (d) Here is a list of homework.

Maths: Finish page 72 and 74 (e) don't do page 73. (f) said we'll do it next lesson.

Chemistry: (g) through the pages from 67 to 82 and do the exercises. We will (h) for a class test on Thursday.

I didn't get (i)..... marks in the last class test. (j) I'm going to study really hard this time.

Take care.

Deepali

Answer : (a) quick, (b) and, (c) missing, (d) worry, (e) but, (f) Teacher, (g) go, (h) sit, (i) good, (j) So

4. Make four sentences from the following substitution table. **1 x 4 = 4**

It's better to Plastic bottles Extracting petroleum So we should	be use	bad for the rainforest. made from petroleum. use plastic bottles again and again. glass bottles.
---------------------------------------------------------------------------	-----------	-----------------------------------------------------------------------------------------------------------

Answer : It's better to use glass bottles. Plastic bottles are made from petroleum. Extracting petroleum is bad for the rainforest. So we should use plastic bottles again and again.

5. Read the following text and change the sentences as directed. **1X5=5**

a) Bangladesh is beautiful. (Make it interrogative.) b) Rabindra Nath titled this country 'Sonar Bangla'. (Make it Passive.) It is one of the greenest countries in the world. c) This country was ruled by the British and the Pakistani people before independence. (Make it active.) The country has so many beautiful aspects. The Sunderbans, the mangrove forest, is really wonderful. d) Cox's Bazar sea beach is the longest in the world. (Use positive degree). People here are very liberal. e) How proud we are of our country! (Make it a statement sentence.)

Answers :

- a) Isn't Bangladesh beautiful?
- b) This country was titled 'Sonar Bangla' by Rabindra Nath.
- c) The British and the Pakistani people ruled this country before independence.
- d) No other sea beach in the world is as long as Cox's Bazar.
- e) We are very proud of our country.

6. Fill in the gaps with the right forms of verbs in the brackets. Question a and e have special instructions in the brackets for the use of verbs. **0.5 x 8=4**

My name is Bibha. I live with my mom. My dad (a)('live' in the negative)..... with us because he (b)(work)..... in Saudi Arabia. I haven't got any brothers or sisters and so I (c)(spend)..... a lot of time with my cousin Tushi. I often remember the days with my dad. When I (d).....(be)..... a baby, I (e).....('make' expressing habit).....my dad a horse to take a ride. Not only that, every day he (f).....(tell)..... me many interesting stories. My mother nowadays says that we (g).....(shift)..... to Saudi Arabia soon, but I really don't want to leave this country. Rather, I prefer my father to (h)(stay)..... here with us.

Answer: (a) does not live, (b) works, (c) spend, (d) was, (e) used to make (f) told, (g) shift, (h) stay

7. Use appropriate punctuation marks and capital letters where necessary.

$$0.5 \times 8 = 4$$

"lend me your pen please", asad asked. i took my pen out of my pocket. "i'll give it back to you in a moment" he promised. "don't worry you can keep it as long as you want" i said.

Answer: "Lend me your pen please," Asad asked. I took my pen out of my pocket. "I'll give it back to you in a moment," he promised. "Don't worry, you can keep it as long as you want," I said.

Section : Composition

8. Suppose the Bangladesh Foundation has an advertisement in the National Dailies to form a Young Learners Group. Write an email in 150 words to the Manager requesting him to send you a Membership Form. **08**

9. Write a composition on Pohela Boishakh Celebration this year in 200 words. Include the following points : **12**

What is Pohela Boishakh?

Where did you celebrate the day this time?

Who was/were with you?

What did you do?

What did others do?

How did you feel?

Guidelines for question setters and markers

1. Multiple Choice Questions (MCQ)

MCQ can be set for testing a number of strategies and skills related to reading such as scanning, skimming, reading for gist, inferencing (guessing the meaning from the context) comprehension check etc. Each MCQ item will carry ½ mark. However, depending on the level of difficulty some items may have 1 mark as well.

In preparing MCQ questions, question setters will make sure that learners have to apply certain skills or strategies of reading in order to be able to choose the right options. Depending on the level of the learners, items will be set to test learners' lower order thinking skills (knowing and understanding) as well as higher order and more critical thinking (analyzing, evaluating or producing information). Use synonyms in the questions to avoid quoting directly from the original passage. Make the questions round about so that learners think.

For example :

Text : The Great Wall of China, one of the greatest wonders of the world, was first built between 220-206 BC.

Question : When was the Great Wall first built? (Don't make this type of question. Student will just get the answer from the question paper as 'was born' is common in both the text in the question paper and the answer.)

Question : What is the initial construction period of the Great Wall? (This question is Okay as learners has to understand that 'was built' and 'construction period' are same.)

Students will write the question number and then write only a/b/c/d that refers to the correct answer. No need to copy the whole sentence from the question paper to answer the questions.

The same text can be used for guessing the meaning from the context and Question Answer (open ended and close ended). However, the same text **cannot** be used for Question-Answer and True/False. Depending on the level of difficulty and length of the text, information transfer and True/False

questions can be set from the same text. Alternatively two different texts can be used for two different tests. The latter is more encouraged.

Please note the following points while setting MCQ test items :

- Phrase stems as clearly as possible. Confusing questions can generate wrong answers from students who do understand the material.
- Avoid extra language in the stem. Some think extraneous details make a question more complex. Moreover, they most often just add to the students' reading time. This reduces the number of questions you can put on a test reducing the reliability of the test.
- Include any language in the stem that you would have to repeat in each answer option.
- Answer options should be about the same length and parallel in grammatical structure. Too much detail or different grammatical structure can give the answer away.
- Limit the number of answer options to four.
- Distracters must be incorrect, but plausible. Try to include among the distracters options that contain common errors.
- To make distracters more plausible, use words that should be familiar to students.
- If a recognizable key word appears in the correct answer, it should appear in some or all of the distracters as well. Don't let a verbal clue decrease the accuracy of your exam.
- Avoid using extreme or vague words in the answers. Use rarely extreme words like "all", "always" and "never" or vague words or phrases like "usually", "typically" and "may be" in the answers.
- Avoid using "All of the above" or "None of the above" as an answer choice.

2. True/False

True-false questions are typically used to measure the ability to identify whether statements of fact are correct. The questions are usually a declarative statement that the student must judge as true or false.

Follow the general guidelines below while writing True/False items for your students:

- Base the item on a single idea.
- Write items that test an important idea.
- Avoid lifting statements right from the text.
- Make the statements as brief as possible.
- Write clearly true or clearly false statements.
- Try to avoid such words as "all," "always," "never," "only," "nothing," and "alone."
- The use of words like "more," "less," "important," "unimportant," "large," "small," "recent," "old," "tall," "great," and so on, can easily lead to ambiguity.
- State items positively. Negative statements may be difficult to interpret. This is especially true of statements using the double negative. If a negative word, such as "not" or "never," is used, be sure to underline or capitalize it.
- Beware of detectable answer patterns.

3. Matching

There is no need of a separate reading text for matching. The question itself will have a context after the texts in part A and part B are properly matched. The numbering of texts in column A can be i. ii. iii. iv and the texts in column B can be a, b, c, d..... Students only need to match the numbering in the two columns, e.g. i, ii, iii, iv etc. (in column A) and a, b, c, d etc. (in column B). You can also use 3 columns with texts to match.

4 . Gap filling with or without clues

The text in the gap filling activity is separate and complete. The text for this item will have a meaningful context too. There will be five gaps in the text. The gaps can be used for article, preposition, or any other parts of speech without verb as there is separate test for it. A question setter will choose one particular item mentioned earlier to set a question and use a gap at the particular place. For example, if the question setter wants to test the article then there will be a gap at the position of a, an, the or before a noun that does not take any article. For a question of 3 marks, there will be six gaps in the text; for 4, there will be 8 gaps; and for 5 marks there will be ten gaps.

Follow the guidelines while writing gap filling test items :

- Prepare a scoring key that contains all acceptable answers for each item.
- Prefer single word or short phrase answers.
- Beware of open questions that invite unexpected but reasonable answers.
- Make all the blanks of an equal length.
- Avoid grammatical clues such as "an."
- Place the blanks near the end of the statement. Try to present a complete or nearly complete statement before calling for a response.
- Limit the number of blanks to one or two per sentence. Statements with too many blanks waste time as students figure out what is being asked.
- If a numerical answer is called for, indicate the units(e.g. currency) . in which it is to be expressed.

5. Cloze test with/without clues

A cloze test is a fill-in-the-blank activity that assesses students' comprehension of vocabulary and reading passages or knowledge of grammatical items. In cloze tests there are recurrent gaps at every 4th, 5th, 6th or 7th word. If the first gap, for example, is used at the 5th place, all through the text the gap will be at the 5th place. Unlike the gap filling activity that tests a particular

grammar item (e.g. preposition, article, pronoun, or verb) it is a test for vocabulary (key words) in general. This is why gap filling activity in the reading section is usually a cloze test. In contrast, gap filling activity is a merely a grammar test item.

A cloze test with 5 marks will have ten gaps (.5 for each gap). Considering the level of difficulty cloze tests without clues at grade 10 can have 5 gaps (1 mark for each gap).

In answering the question, an examinee does not need to reproduce the text in the answer script. Writing the missing word with the corresponding question number is enough. However, the whole text with suitable words in the gaps will neither earn any extra credit or discredit.

6. Information Transfer

Depending on the level of difficulty and length of the text, information transfer and True/False questions can be set from the same text. However, if the text is too small, **do not** use the same text for both the tests as the content will be inadequate for setting questions. **Make sure there is no overlapping or repetitions in the questions you have set.** Alternatively you can use two different texts for these two test items.

The marks allocated for information transfer is $\frac{1}{2} \times 10 = 5$.

7. Substitution table

It's a grammar test item. It tests whether students can make grammatically correct sentences following any particular structure/s. It's different from matching item. In matching there might be equal number of texts in each column in a table and students need to make sentences using a text from each column. In designing the test item, the question setter can write the texts in Column A in a way so that the sequential arrangement of the text makes a context. In a substitution table, depending on marks, there will be 4 or 5 texts in the left column, 1 or 2 grammar words that shows the form in the middle column, and extensions at the right column. Each meaningful sentence made using the texts and the lexical word will have credit.

8. Gap filling with right forms of verbs

Sentences will be written in context in the question paper. Some verbs could be omitted or given in brackets without any form. If the verbs are totally omitted in the text, a list of verbs will be supplied in a box separately. Students' job will be to use the verb at the gaps in their correct forms according to the context and other grammatical considerations. Alternatively base form of verbs can also be supplied in the body of the text in parenthesis.

Students will write only the right answers with the question number. However, if anyone uses the text with words at the gaps, it should be accepted as correct answer.

9. Changing sentences

A text will be designed with a certain context. Some of the sentences in the text will have instructions in the parenthesis on how to change them. Depending on the marks in the test item, students will be asked to change 5 or 10 sentences. Students will write only the **changed** sentence as their answers. They can write the changed sentences in any order but must use the correct number used for each sentence in the given text.

10. Rearranging

Use 10 detached sentences for classes 6, 7, and 8 (See the sample questions for these grades.). For SSC, SS will rearrange eight parts of a story/passage (See the sample question for SSC.). Test your test item (with someone else or you sit for a test) to check whether the sequence of the answer vary. If the answer varies and each variety has a complete meaning, redesign the test. Use linking words/sentence connectors to maintain cohesion and coherence in the text. Learners do not need to reproduce the text in their answer scripts. If they arrange the corresponding serial of the texts correctly (such as b. d. a, f or v, iii, vi. I etc), they will get full credit. Please remember that the test objective here is the organisation of sentences, not the copying of texts from the question paper. However if any learner comes with sentences written in a random text, there is no need to penalize him/her. Students will get credits for the correct answers. For example, if the answer is like this :

a. x b. ✓ c. ✓ d. x e. ✓ f. ✓ g. x h. x i. ✓ j. x the student will get 5 marks.

The test has no relation with the texts used in the previous test items.

11. Writing summary

Use a text not exceeding 150 to 200 words for classes 6 to 8 and not exceeding 300 words for classes 9-10 in the question paper. Learners will produce a summary using one third words of the given text. For an example, if the original text has 150 words, learners will produce the summary in 50 words. However, 5% plus minus is okay. This answer should be written in random texts not in isolated sentences. There is no question of counting number of sentences in summary. So DO NOT mention in the question paper how many lines or sentences learners will use to make a summary. The number of words used here is important. Make sure that they are writing in their own words, not copying some sentences from the text. Practice them to avoid examples or explanations in writing a summary. A fresh text should be given to make summary. No text used in the previous test items can be used here.

12. Writing a paragraph answering questions

Make sure that your learners are answering the questions in writing the paragraph. However, if there are 5 questions to answer, it does not mean that students will write only five sentences. They will use sentences as per their discretion but the paragraph as a whole answer the questions. If there are 10 marks for this item, learners should be able to make at least 10 sentences. The more the better. Keep an eye on the content rather than the mechanical calculation of sentences. Assess the paragraph from different aspects such as grammar, ideas, communication, organisation etc.; do not only assess the paragraph only from the perspective of grammar accuracy.

13. Completing a story

There will be the beginning of a story in the question paper. Students will continue the story and complete it. The answer will vary here. Completing a story when given at classes 6-8 should be more guided (See sample question for classes 6-7.) where question setter not only begins a story but also provides with some clues for the extension of ideas. Students will complete the story following the clues. A good idea is to mention the word limit when there is no clues for the students. Assess the paragraph from different aspects such as

grammar, ideas, communication, organisation etc.; do not only assess the paragraph only from the perspective of grammar accuracy. Moreover, use of cohesion (inter-connectedness of the sentences) and coherence (transition from one idea to another idea) are important here.

14. Open-Ended Questions

Open ended or essay format questions are excellent for measuring higher level cognitive learning and overall comprehension of a reading text/passage. They allow the student to select content for their response, to organize their thoughts in a logical manner and to present their ideas on a given subject matter. Overall, these types of test questions allow teachers to test student's broader understanding of a reading item.

When writing good open-ended questions, keep the following guidelines in mind :

- Be sure that the test question clearly states the answer that you are seeking from the student. For example, "Discuss the outcomes of environment pollution" is a poor test question. But, worded as "Describe the potential impacts of the environment pollution on the people of coastal regions in Bangladesh" or, what are the causes and impacts of environmental pollution on the people of coastal regions in Bangladesh? is a better test question as it clearly gives the student something to compare and contrast within a focused area.
- If you are looking to test comprehension, a good opening line for the test question is, "Explain the following..."
- If you are seeking to test the student's ability to analyze a concept, a good opening phrase for your test question is, "compare and contrast...."
- Don't give students the option to pick 2 or 3 questions from among 5. This can add confusion for the students and complexity for the teacher when grading for a classroom.

15. Writing letters/emails

If it is an informal letter, content is important. If it is a formal letter, both content and form are important. Formal letter can be written either in British style (each paragraph indented at the beginning for one space, date at the upper right hand corner, name at the right hand corner at the bottom). It can also be written in American style (All paragraphs in a line without indenting, date name everything at the left hand corner). Picture of an envelope or stamp is not needed but address can be written. Yet, if any student provides them - it will not earn any extra credit or penalty.

For emails, student must write the email id, subject, and content as written in a genuine email. Students should be taught in the class that there should be a considerable margin at the answer script. However, there should not be any penalty for any examinee if the answer script has no margin. Margin has nothing to do with assessment of the answer.

Word limit should be mentioned here too.

16. Describing graphs and charts

Graph should be authentic. Teachers may collect charts from various sources such as newspapers, magazines, books or from the internet. Alternatively, teachers can use authentic data and make simple charts by themselves. Describing a graph or chart needs certain language abilities. The graph and chart presented in the textbook show that. A marker of answer scripts should keep an eye whether those languages are used or not. Answers will include the written presentation of data shown in the graph followed by a concluding remark. A question setter should mention the word limit for describing the graph or chart. Don't ask students to produce any graph on the answer sheet. They will only describe it.

The end

2015
Academic Year
6-Grammar

শিক্ষাই দেশকে দারিদ্র্যমুক্ত করতে পারে
— মাদানীজ বাখানমজ্জী শেখ হাদিদা

Always speak the truth



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